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AUTHOR Taulbee, Dianne R.; And Others
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ABSTRACT

This document presents Jackson County (Michigan) Intermediate School District's Special Education Early Childhood Center's 1988 curriculum. Sections focus on: (1) the center's program; (2) play observation; (3) eligibility; (4) classroom structure and function; (5) the importance of play; (6) developmental milestones; (7) planning and teaching strategies; and (8) four categories of activities (seasonal, cooking, special days, and music and storytelling). The early childhood program combines Piaget's theory of intellectual development, the High Scope curriculum model, and Mahoney and Powell's Transactional Intervention Program, a child-centered approach to developmental intervention that aims to increase the frequency of children's active engagement in interaction by enhancing the quality of teacher-student interactions. Teachers who implement the curriculum enhance the learning process by providing interest centers that contain a variety of stimulating materials and offer varied play opportunities. The materials used provide concrete experiences and are adaptable to a wide range of developmental levels. The teacher or facilitator develops an affective climate which is warm, caring, and accepting. (RH/DB).

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This curriculum was written by the following people:

Mary Cmitter	Teacher
Elaine Kalbarczyk	Teacher
Julie May	Teacher
Sheila Morrison	Speech Therapist
Marlene Young	School Psychologist
Susan Schulz	Teacher Consultant
Nancy Iseler	School Social Worker
Denise Bjorklund	Physical Therapist
Elaine Cox	Occupational Therapist
Dianne R. Taulbee	Supervisor

Thanks to the following people for proofing, editing, and adding to the curriculum:

Erin Buschinski, Teacher Assistant
Marilyn Robinson, Teacher Assistant
Janette Weimer, Teacher Assistant

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"I ACT, THEREFORE I AM"

"What I can do,
That I am,
I can play with blocks,
I am a builder,
I can climb a ladder,
I am Olga Korbett,
I can mix red and blue,
I am Michaelangelo.

I am not a reader
By never having a chance to hold,
touch and look at books.
I am not a singer
If we never sing songs,
I am not a painter
By watching the teacher paint,
I am not an orator
If I can't talk with my
classmates,
I am not happy
If I don't have anything in my
environment that makes me smile,
I am not a child if I can't

sing	touch
laugh	poke
play	smell
feel	cry
rest	

What you let me experience,
That I become,"

By: Martha R. Bolyard

I. PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

The **Special Education Early Childhood Center** serves 3-6 year old children with Special Educational needs. The children have developmental delays in one or more of the following areas: language, social-emotional, motor or intellectual. They may also have a sensory impairment in vision or hearing.

Children are referred to the program by their parents, professionals, agencies or by the home school Special Education team. A maximum of six preschool children are observed at one time. After observation and interaction in a natural play environment an in-depth diagnostic evaluation may occur to determine eligibility for special education services.

If the child is eligible for special education, the parent and team plan an appropriate program and an Individual Educational Planning Meeting is conducted.

The program is housed in a regular school building and children are mainstreamed into Headstart, Preschools, Child Care Centers, Developmental Kindergarten or Kindergarten as appropriate. Since the program serves all of Jackson County, children are transported to the (SEEC Center) via school buses.

The classroom program serves 10-12 children with one teacher and one teacher assistant. Each early childhood teacher is certified in one or more areas of special education: Preprimary Impaired, Physically or Otherwise Health Impaired, Mentally Impaired, Learning Disabilities or Emotionally Impaired. The program is noncategorical and funded through special education.

There is a support team who works with the teacher consisting of the Supervisor, Psychologist, Speech Therapist, Social Worker, Teacher Consultant and Occupational and Physical Therapist. Other support personnel such as the Teacher Consultant for Hearing or Visually Impaired are available as the children's needs dictate.

A distinguishing feature of the Early Childhood program is its practical application of **Jean Piaget's theory of intellectual development** in early childhood education, the **High Scope Model** and the **Transactional Intervention Program.**

According to **Piaget,** all children go through various stages of intellectual development, but the timing and method vary. i.e. there is no fixed timetable. Each child is encouraged to develop at their own pace.

Developmental Milestones are included in this curriculum as they occur at each stage of development. The **(first stage)** is generally from birth to two years. Some significant milestones are:

1. The child is beginning to understand that objects exist even when he is not looking at them.

2. The child begins to understand language and use jargon and single words and phrases.

3. The child begins to gain control over gross body movements such as sitting, crawling, standing and walking.

4. The child plays alone or beside another child.

5. The child attaches to significant adults.

6. The child learns to eat and drink with some independence.

The **second stage** occurs from 2 to 7 years and is a period of exploration, manipulation and an integration of basic skills and abilities.

1. The child imitates, pretends and recreates reality. They begin to act upon the environment for discovery and learning.

2. The child expands from single words to basic language structures.

3. The child refines gross motor skills and gains control over fine motor skills.

4. The child plays with another child and begins to interact with other children and cooperative play develops.

5. The child remains egocentric but begins to empathize with significant others.

6. The child becomes more autonomous and learns feeding, toileting, hygiene and dressing skills.

The **"HIGH SCOPE"** model is a cognitively oriented preschool curriculum developed by the Ypsilanti School District. It is an approach that emphasizes looking at children's strengths, teacher and child sharing responsibilities for initiating learning, and active learning. The program also emphasizes materials, room arrangement and children planning, doing and evaluating their work. The High Scope program has developed key learning experiences which are the core of the basic intellectual processes and context with which any activity can be enriched and extended.

The High Scope model is further described in their book entitled **Young Children In Action.**

The **"Transactional Intervention Progam"** was developed by Gerald Mahoney and Amy Powell. It is a child-centered approach to developmental intervention with young handicapped children. The focus of the Transactional Intervention Program is on the interaction between children and their caregivers and teachers. The goal of intervention is to increase the frequency of children's active engagement in interaction by enhancing the quality of caregiver's and teacher's interactions with them.

The **"SEEC Center"** sees the child's learning as a dynamic process in which the child is an active explorer and initiator, rather than a passive receiver of knowledge. The child is encouraged to learn through acting upon materials and through interaction with adults and peers.

The **teacher/facilitator** enhances the learning process by providing interest centers consisting of a variety of stimulating materials and varied play opportunities. Materials are utilized which provide concrete experiences and are adaptable to a wide range of developmental levels. Interest centers are open-ended and stimulate a variety of outcomes. Experiences are reflective of the real world. Active play, problem solving, exploration, discovery, creativity and sensory stimulation are provided as integral components in the early childhood environment.

The teacher/facilitator also develops an affective climate which is warm, caring, and accepting. In this way, the child develops a more positive self-image and a sense of "I CAN." In an accepting yet challenging setting the child is inclined to experiment and try out new behaviors. A variety of strategies have been developed to work with the child who has behavioral

concerns, developmental delays, or other unique needs.

The teacher/facilitator acts as a facilitator who:

Provides for the child's need to explore.
Allows the child the opportunity to make choices and decisions within a structured framework.
Is as concerned with creative thought as with specific skill learning.
Encourages the child to express their feelings.
Introduces the child to a wide variety of experiences.
Allows time for repetitions and practice to develop new skills.
Assumes that all behavior is meaningful and through careful observation there will be a better understanding of the child's functioning.
Openly answers the child's questions on his/her level of understanding.
Responds to the child's cue for adult intervention.
Sets realistic limits.
Loves, nurtures and cares about the child.

The classroom experiences are set up to allow the teacher time to be an active observer. The observations of the child in his/her classroom or home environment are one of the teacher's most important tools.

She/he can observe children as they function in a group or in individual play. It is important to observe what it is that is unique about each child and particularly his/her strengths.

Many of the children in the Special Education Early Childhood program have a delay in the development of language. The entire staff works to facilitate language development in the natural settings by observing and interacting with the child during play experiences. Language is facilitated within the context of the experience.

Parent Involvement is a basic component of the program and is defined by the needs of the child and family system. Home visits are made to enhance the child's learning in the home and school environment. The staff offers individual support to families and parent education programs which describe child development, behavior management, and language intervention strategies.

Some parents work in the classroom and all parents are encouraged to visit their child's classroom. Notes are sent home describing specific activities and their purpose **(see Appendix A)**. Every effort is made to involve the parents in their child's educational program on a regular basis.

Many of the children require further Special Education programming when they leave the SEEC Center. Some of the children enter a mainstreamed setting in a developmental or regular kindergarten with or without supportive services.

II. PLAY OBSERVATION

The Early Childhood Assessment model is interdisciplinary and developmentally based. Assessment is carried out in a play setting, is interactive and involves peers. The assessment process centers on the child's interactions in the environment. The basic understanding that created this evaluation style and context is the belief that observational information is the essence of diagnosis and demands a heightened responsiveness and awareness by the staff that are involved.

Parents are involved in the evaluation process from the beginning. They refer their children for screening which is the first step in the assessment process. The initial assessment takes place in a natural play setting where the children have the opportunity to freely explore and interact with other children and the interdisciplinary diagnostic team. The room is arranged with a variety of inviting toys. Large motor equipment is available to the children in the gym during the last portion of the observation.

The observing team includes a supervisor, teacher consultant, speech and language therapist, psychologist, social worker, and a classroom teacher. A physical or occupational therapist attend each observation. Each member of the team observes and interacts with the children according to their particular area of expertise. The team members record pertinent information including dialogues between the child and themselves. This observational information then becomes the basic data for determining further indepth evaluations and possibilities for programming. A staffing is held to plan for the child immediately following the initial play observation.

The team observes how the child adapts to this environment by noting the child's exploration and interaction within the play setting. This observation is done from a developmental frame of reference. The observation gives equal attention to the child's affective development and cognitive abilities.

The team observes the child's ability to function independently in the environment which includes the ability to **problem solve**, make appropriate **choices, interact meaningfully with peers**, and **demonstrate self-help skills. Fine and gross motor skills** are observed and observations are recorded. These initial observations provide direct information about the child's potential level of functioning.

The team members interact with the children but do not

intrude. The child is able to direct the interactions and the adults respond. Their observations are recorded on the Preschool Evaluation form **(See Appendix B)**.

The social worker obtains a social developmental history prior to the play observation. While the team is observing the child, the social worker meets with the parents, shows them the slide tape presentation about the program and answers any questions they may have relative to the program and child development.

The multidisciplinary team functions as an interdisciplinary unit. Interdisciplinary functioning includes: 1) sharing and exchanging observations regarding the child, 2) acceptance of another professional's point of reference regarding the child, and 3) encouragement of professionals to express observations regarding disciplines other than their own.

The information gathered during the initial assessment leads to indepth assessment that provides the foundation for the child's **Individualized Educational Program.** After the evaluation are completed, an IEPC is held to share information about the child's performance, develop goals and make recommendations for classroom programming and supportive services.

III. ELIGIBILITY

Children are eligible for the Early Childhood Program if they are from three (3) to six (6) years old and certified under the Rules of the State of Michigan as eligible for Special Education services.

Students are eligible for programming under the following diagnostic categories and rules:

Preprimary Impaired, (R340.1754)
Speech and Language Impaired, (R340.1710)
Learning Disabled, (R340.1713)
Trainable Mentally Impaired, (R340.1704)
Educable Mentally Impaired, (R340.1705)
Emotionally Impaired, (R340,1706)
Hearing Impaired, (R340.1707)
Visually Impaired, (R340.1708)
Physically and Otherwise Health Impaired, (R340.1709)
Severely Mentally Impaired, (R340.1703)
Severely Multiply Impaired, (R340.1714)
Autistic Impaired, (R340.1715)

Referrals from Local District Teams:

1) The students have already been reviewed by the team.

2) Appropriate evaluations have been administered by the local district team.

3) Parent agrees to bring the child for screening and to visit the program.

4) Follow-up assessments are completed.

5) IEPC is convened.

Referrals from Torrant Center:

1) Supervisor for 3-6 year olds is contacted.

2) Teacher and Supervisor observe the child at the Torrant Center.

3) Parent visits the Special Education Early Childhood Program.

4) IEPC is held.

Referrals from Kindergarten Round-Up:

1) After Kindergarten Round-Up, the local speech and language theapist contacts the Special Education Early Childhood Social Worker to set up a screening.

2) Follow-up assessments are completed.

3) An IEPC is held.

All Other Referrals, i.e., Community Agencies, Health Department, Headstart, Parents, Speech and Hearing Clinic, etc.

1) The SEEC Social Worker is contacted and a home visit is made.

2) Students are scheduled for a screening and follow-up assessments are completed.

3) An IEPC is held with the parents and other appropriate personnel.

* For additional information please see attached Preschool Programming guide for Speech and Language.

INCLUSION INTO CLASSROOMS

Criteria for Classroom Placement:

A. Educational needs are such that they cannot be met through ancillary services.

B. Disability is severe enough to require instruction in a Special Education classroom setting.

C. Qualifications for Speech and Language Services within the Infant/Toddler and Pre-Primary Impaired Program.

A child may qualify for Speech and Language services within these special education programs if:

1. Speech and language development is the primary impairment and the child's language and speech scores are 50% of the child's chronological age.

2. The primary impairment is other than speech and language and the language delay is 85% of the mental age and/or articulation is delayed. (See developmental ages for phoneme mastery, page #4.)

3. Type of Delivery

   A. Direct Service - Individual or group therapy.

   B. Consultation with the classroom teacher and home implementation with the parent.

IV. CLASSROOM STRUCTURE AND FUNCTION

PLANNING CLASSROOM SPACE

The space in the classroom is planned according to the type of selected activities and the time that those activities occur.

Physically there are low dividers so that the teacher can scan all the children in the room from any point. The teacher generally includes these activities during the program:

DAILY	WEEKLY
Circle time	Outdoor Play
Snack time	Special activities - fine or
Music	gross motor group, dance,
Free play	cooking, etc.

1. **FREE PLAY** areas generally include:

House area	Sand or water play
Art	Quiet area
Blocks	Toys/Games/Puzzles
Discovery area	Computer area/Systems 80
Music area	

2. **SELF HELP AREAS**

Toileting
Dressing/coats

3. **TEACHER AREA**

Large group activities
Desk and file area
Parent/teacher conference area

The physical environment is very important because it effects the type of interactions that occur between the teacher and children.

The indoor/outdoor environments are safe, clear, attractive and spacious. Space is also important because it effects children's behavior. Crowded space usually causes more behavior problems. The **National Association for the Education of Young Children** recommends a minimum of 35 square feet of usable play space per child.

Furniture arrangement is very significant, for example, seats arranged around a table or in a circle encourage interaction. Classrooms arranged in learning centers

encourage quieter interactions in small groups.

Activity areas are defined clearly by spatial arrangement. Space is arranged so that children can work individually, together in small groups, or in a large group. Space is arranged to provide clear pathways for children to move from one area to another and to minimize distractions.

Arrangement of toys is organized because children cannot visualize what they want to play with if it is too cluttered. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children and arranged on low, open shelves to promote independent use by children.

Photos, pictures and outlines of objects are used so that children can return toys and supplies where they belong. Inidividual spaces for children to hang their clothing and trays for their personal belongings are provided.

The environment has comforting objects available such as soft chairs, pillows and stuffed animals. This helps the children need to feel safe and secure.

The room arrangement reflects our belief that children should be able to explore their environment and move freely from center to center. These centers divide the classroom and encourage children to make choices, to move freely and independently, and to grow in needed areas. They also give opportunities for a large number of children to learn individually or in smaller groups so that the teacher can take advantage of moments of readiness and keen interest. There are times when a teacher may need to supervise several centers alone, such as at the beginning or the end of each day. Therefore, at times, some centers may need to be closed or "off limits."

OUTDOOR SPACE

The outdoor area includes a variety of surfaces such as soil, sand, grass, hills, flat sections, and hard areas for wheel toys. It includes shade, open space, digging space, and a variety of equipment for riding, climbing, balancing and individual play. The outdoor area is protected from access to streets or other dangers. The teacher and assistant are stationed close to the swings and other potentially dangerous areas.

THE IMPORTANCE OF PLAY

WHAT IS PLAY?

Play is a very complex subject. The play of children helps them to understand and master their feelings and to practice and master new intellectual, social and physical skills. Play, broadly defined, is an activity engaged in for the purpose of enjoyment.

SEQUENCED INTERVENTION DURING PLAY

There are several steps that the staff goes through as they enter the child's world of play:

I. OBSERVATION

Listening, watching and observing the child at play allows the teacher to follow the child's lead in play and to focus on the child and the activity.

II. INTERACTION

After actively listening to the child and observing him/her at play, the teacher begins to interact by playing beside the child and responding to what is being said. The teacher/teacher assistant observes the child's developmental level of play and interacts based on their observations.

A. The teacher imitates actions or sounds.

B. The teacher or assistant labels objects for the child i.e., cow, dog.

C. The teacher extends the interaction by labeling what they are doing in the context of play. "I'm baking cookies."

D. The teacher may also describe what the child is doing in the play experience. "You're rocking the baby."

E. The teacher might want to reverbalize what the child is saying to clarify, acknowledge or affirm. "That tastes good."

F. The teacher may listen to the child and expand on what he/she is saying. "More", "You want more cookies."

C. The type of questioning that is used by the teacher is **open ended** to allow for many different answers. There is **no one right** answer.

Examples are: "What if"
"How else"

The teacher uses **convergent** questions less frequently and does so when she is seeking specific information.

Examples are: "Which one"
"How many"

SUMMARY:

In summary, the adults interact with the child appropriately based on their individual needs and developmental level.

THE DEVELOPMENTAL STAGES OF PLAY

There are several stages of play outlined in child development theory. The stages that are most important to the SEEC center are:

0 - 3 years	Sensorimotor Play
3 - 6 years	Symbolic Play

The stages of play are important because the teacher is able to observe where the child is functioning and provide experiences that assist their total growth and development.

During **sensorimotor play,** the child uses large and small muscles and all his/her bodily senses to explore the environment. The child needs real objects to play with and will mouth, bang, pound and manipulate them.

During **symbolic play,** the children express ideas through pretending or make believe. They recreate the real world as they play. They can transform a real object such as a block into a camera or telephone. They also use a variety of materials to help them represent reality.

Four typical centers used in preschool are blocks, sand and water, and the house and art areas.

BLOCK PLAY

The **sensorimotor** child approaches the block center with

gusto. They bang them, knock the blocks over, take the blocks off the shelves, and sometimes stack them. They are the children who have to be stopped from throwing the blocks across the room. They are unaware of any danger and are surprised when the blocks fall.

The teacher facilitates the sensorimotor child's play by imitation, taking turns, and expanding upon the child's verbal and physical actions. The teacher focuses on one or two word basic concepts such as "block", "in", "out", "down", "more", "mine", "up", "big", "little", "throw", "fall", etc. They begin to expand these words into phrases.

The child is involved in solitary or parallel play for brief periods of time. Their interactions are primarily with other adults. They may play beside another child or knock down another child's blocks.

The child in **symbolic play** approaches the block area in an entirely different manner. They have a plan of action. Their block play goes from lining the blocks up to form a train, fence or road to building complex spaceships and cities. They begin to combine different materials with the blocks such as people, animals, trucks and cars. They begin to notice and compare the attributes of size, shape, color and texture.

The teacher observes the child's block play and facilitates the child's conceptual development through active listening, participation and questioning. The teacher comments on the block play, expands on the concept and stimulates new ideas. Open ended question forms such as "how", "why", and "what if" are used to stimulate conceptual development.

The child moves from associative play to a cooperative play level. They share materials, space and teacher time with peers. Creative dramatics become part of the scene.

Language during block play becomes more complex. More difficult concepts such as bigger, higher and longer emerge. The child moves from phrases to complete sentences using appropriate pronouns, verbs and other parts of speech.

SAND PLAY

The **sensorimotor** child may need supervision in the sand area. Their favorite activities are eating, digging, throwing, smashing, pouring and dumping. Theirs is

truly a sensory experience and they have no sense of the boundary of the sand box. They like to bury objects and then dig to see if they are still there. They experiment by varying their positions while sitting, standing or kneeling and playing in the sandbox.

The teacher is an active playmate in the sand area. He/she may hold a funnel or bucket while the child pours or dumps sand. The teacher may initiate change the sand toys in order to demonstrate cause and effect and change their frame of reference. Some basic concepts that are learned through sand play are "dig", "pat", "pour", "all gone", "in", "hole", "mine". Basically, they are using one and two words to describe their play. They may play alone, by another child or with the teacher.

At the **symbolic play** level, the children begin to dig roads, poke holes, and elaborate the sand structures. They like to get the sand wet so they can make cookies and cakes. They also build houses and roads which become elaborated with cars and trucks. They use fingers to draw designs in the sand.

The concepts become more complex as the child develops. They talk about the sand and its properties, "in", "wet", "dry", "heavy", "more" and "less". They build hills and lakes. They are aware of the rules like "keep the sand in the box."

The play moves from parallel to cooperative efforts such as sweeping up the sand and holding the dust pan.

HOUSE PLAY

The **sensorimotor** child dumps all the food, dishes, pots and pans from the cupboard. They carry dishes from area to area and drag the dolls behind them. They stick the spoons in their mouth, eat the pretend food and pretend to drink from a cup.

The teacher's role is primarily one of labeling and modeling. The child pours the teacher coffee over and over. The teacher models "feed the baby", "make cookies", and "wash the baby".

Language emerges and clothes and kitchen items are labeled and described. Concepts include "drink", "eat", "baby", "pour", "stir", and "wash".

The **symbolic** child elaborates and expands the house area. They talk on the phone, pour and serve and use

the actual kitchen utensils to pretend. They set the table, take orders and clean up by placing the objects appropriately in the cupboard or refrigerator. They use role play and may even set up a pretend restaurant or a doctor's office. They dress up and pretend to go to the store.

The teacher's role is to observe and then become a part of the pretend play. The teacher may be the "customer" in the pretend restaurant. Dolls are fed and the teacher may assist in putting on a diaper. Details become important, they dial the phone, count their money and the teacher may be asked to assist.

Concepts include "pouring", "stirring", "serving" and attributes of objects such as "hot" and "cold". They are interested in comparisons and number concepts. They talk about a "big cake" and "two eggs". Some classification, sequencing and association naturally occurs.

ART PLAY

The **sensorimotor** child loves to get involved in art activities. They paint the paper, the floor and usually themselves. They paint over and over and often use the same color unless the teacher suggests a change. They eat, pound, and roll the play dough and scribble with the markers.

The teacher assistant provides the materials, monitors the activity and then cleans up. For the children who cannot tolerate touching the art materials, the teacher implements smaller steps and uses a flexible approach.

Concepts include "paint", "roll", and "pound". The teacher labels what they are doing and talks about their creations. Their body is so involved in the experience that there is very little verbalization.

The **symbolic** child is more involved with representing reality through painting actual pictures and making a product. Their drawings begin with a scribble and they begin to draw shapes and eventually a person. They begin to plan ahead for what they want to make and they draw faces, houses and trees. They begin to use scissors, paste and glue and combine materials such as string, paper, etc.

The teacher assistant sets up the experience and is there to assist and answer questions. A variety of materials are made available for repeating the ex-

perience.

Concepts that are expressed include color, shape and size as well as number and comparisons. Spatial concepts and prepositions such as "above", "below", "center", "corner", "bottom", "top", "in" and "under" are expressed.

PLAY MATERIALS FROM BIRTH TO FIVE

Play Materials for Infants-Ones-Twos

Play materials that appeal to the senses:

soft playthings for throwing
light plastic blocks
washable unbreakable dolls
tinkling bells, musical rattles
tissue paper for rattling or tearing
squeaky play animals without removable mechanism
nests of hollow blocks or boxes to pull apart and put together
empty containers with removable lids to take off and put on
playthings in boxes or baskets for putting-in and taking-out
floating bath animals

Play materials for fine motor development:

large, soft ball to push, lie on, or roll over
large colored nesting blocks
easy puzzles (3-6 pieces), pegboards
large hollow blocks and small floor blocks to carry and pile up
sand pile with bucket, scoop and other sand playthings
play materials for reliving what has been enjoyed in real life, such as household articles, unbreakable dishes,
well made picture books with many pictures
large crayons for marking
cuddly play animals

Play materials for developing gross motor skills:

steps for climbing
barrel to climb through and roll over
Kiddie Kar
large hollow blocks to carry and pile up
large balls
push-and-pull play materials
Big Wheel tricycle

Play materials for developing concepts:

put-together train, truck, boat or other similar plaything
easy wooden inlay puzzles, 3-6 pieces
nest of blocks
color cone

Play materials for pretending:

housekeeping equipment
washable, unbreakable doll
cuddly play animals
costume box with such simple properties as hat, purse, tie
ride-a-stick horse

Play materials for expressing feelings:

large crayons
brush-painting materials including large brush and large paper
materials for hand painting, mudpie making
clay modeling
sand and sand-play materials
rocking chair
small rocking horse, rolling horse
mallet and wooden pegs
tom-tom, bells
xylophone, music box

Play Materials For Three-Four-Fives

Play materials, games, and apparatus for strengthening large muscles:

climbing tower, turning bars
crawling through apparatus
wagon (large enough to hold a child), tricycle (of correct size)
bouncing horse
push-and-pull play materials for younger children
jump ropes for older children
large balls
paddle with ball attached
beanbags
simple throwing games
simple rolling games
ten pins
large hollow blocks
mallet with peg set for younger children, work bench with real tools for older children
large floor blocks to lug and carry and to build large structures

Play materials that stretch the mind:

lock with key
magnet
aquarium, terrarium
water play materials

bubble set
inlay puzzles, 8-20 pieces
matching picture games
viewmaster with slides, filmstrips
globes for older children
books with simple stories, poems, jingles, nursery rhymes
picture books

Play materials for representative play:

washable, unbreakable doll that can be dressed and undressed
housekeeping equipment of all sorts including cooking, laundering, gardening
costume box for "dress-up" clothes
space hat
assorted floor blocks with small family figures
play luggage
farm and zoo animal sets
transportation play materials, boats, trucks, planes, trains, autos
steering wheel
ride-a-stick horse
sheet or blanket for play tent
large cartons for making stores, houses, stations and for climbing into
assorted blocks with animal and family figures, trucks and other transportation vehicles

Play materials for expressing feelings:

crayons
painting materials with large brush and paper
hand-painting materials
blunt scissors and paste
clay
hammer, nails and soft wood
large wooden beads for younger children, smaller beads for older ones
sand and sand-play materials
wading or swimming pool
rocking chair
cuddly play animals
puppets (stick and hand)
musical top, music box, record player
percussion instruments such as: tom-tom, bells, triangle finger cymbals, gourd tone block,
space hat, fireman's hat, workman's helmet

DEVELOPMENTAL MILESTONES

TWELVE MONTHS TO EIGHTEEN MONTHS

- Practices sounds through babbling/jargon.
- Consistently gives common objects upon request (accompanied by gesture.)
- Says at least two or three words meaningfully and practices the words he knows.
- Points to people or objects of interest.
- Aware of expressive function of language.
- Mouths objects.
- Reaches for an object.
- Searches for a hidden object.
- Throws and drops objects and observes where they go.
- Stacks, dumps, puts in and takes things out of containers.
- Develops a preference for certain toys.
- Appears to think through actions or events before acting them out.
- Distinguishes self from others.
- Cries or fusses when primary caregiver is out of sight or can't be heard.
- Definitely prefers certain people to others.
- Fears strange people and faces.
- Imitates behaviors of others and practices those behaviors.
- Is beginning to develop appropriate behaviors to gain adult attention.
- Develops sense of humor.
- Pokes with isolated index finger.
- Neat pincer grasp (index and thumb).
- Attempts to scribble.
- Sits and throws ball.
- Hand dominance begins.
- Attempts to turn doorknob.
- Builds 2-4 cube tower.
- Puts one block in formboard.
- Holds two cubes in one hand.
- Scribbles spontaneously.
- Uses both hands in midline - one holds, other manipulates.
- Walks alone, starts and stops, seldom falls.
- Runs stiffly - "hurried walk".
- Creeps up and down stairs (feet first).
- Walks upstairs with hand held.
- Stoops (bends at waist) to pick up toy from floor without falling.
- Pushes and pulls toy while walking.
- Throws ball overhand while standing.
- Kicking consists of walking into the ball.
- Drinks from a cup unassisted.
- Indicates when already wet/soiled by gesture, action or by verbalizing.

- Remains dry for two hours at some time during the day.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows others disappear as the child matures.

EIGHTEEN TO TWENTY FOUR MONTHS

- Initiates simple sounds when prompted.
- Speaking vocabulary of approximately 10 words.
- Uses words to make some wants known, (cookie, milk).
- Names or points to familiar pictures.
- Refers to self by name.
- Begins to use two word phrases.
- Follows one-step directions.
- Is beginning to point to body parts (1-5 parts).
- Understands simple questions.
- Gets hat or coat on request and says "Bye-Bye".
- Attempts to sing, and/or hum spontaneously.
- Maintains eye contact when speaking or listening.
- Tries to imitate the way adults use objects.
- Beginning to figure things out in head in very crude way.
- Moves about independently but returns to caregiver periodically for reassurance.
- Actively explore the environment.
- Needs and expects routine and resists change.
- Acts impulsively and is unable to recognize rules and sharing.
- Parallel play is predominant.
- Responds with no to most requests.
- Temper tantrums are common.
- Extends reach by using objects, e.g., stick or chair.
- Matches real objects to identical objects.
- Beginning to do what is asked.
- Makes vertical and circular scribbles after demonstration.
- Builds 4-6 cube tower.
- Turns 2-3 pages of a book at a time.
- Backs into small chair to sit.
- Climbs into adult chair. Turns around and sits.
- Squats in play and returns to standing.
- Moves on "ride on" toys without pedals.
- Walks downstairs with one hand held.
- Kicks ball forward when shown.
- Runs well without falling.
- Feeds self finger foods.
- Distinguishes between edible and inedible objects.
- Scoops food with spoon (hand fisted, with minimal spillage).
- Is toilet conditioned.
- Undresses self (inside clothing)

Many of these skills/abilities are present at all future developmental stages and expand as the child grows, others disappear as the child matures.

TWO TO THREE YEARS OLD

- Says "no".
- Defends possessions e.g., says "mine".
- Has expanded vocabulary beyond 50 words and can name most familiar objects. Consistently uses 2-3 word phrases and/or simple sentences.
- Understands and asks for "another", "more".
- Points to 5-10 body parts.
- Asks simple questions ("what", "where", "who").
- Uses pronouns "I, you, me, mine", but not always correctly.
- Can form a negative statement e.g., "no want", "not go".
- Anticipates others use of speech and/or gestures to communicate.
- Talks about immediate experiences.
- Can distinguish between "one" and "MANY".
- Begins to recognize and name size differentiation such as big and little.
- Play with a variety of toys and activities.
- Uses common household objects for play.
- Changes activities with warning.
- Initiates own play activities.
- Knows where things belong and can return them to their place.
- Continues to parallel play and begins associative play.
- Beginning to learn through exploration that objects have different attributes.
- Indicates a sense of trust in adults.
- Likes to control others and order them around.
- Resists help and wants to do it "myself".
- Express feelings of resistance to adult control and limits (temper tantrums are common).
- Shows a wide variety of emotions.
- Dominance of preferred hand is emerging.
- Participates in finger plays and simple music activities.
- Drinks liquid through a straw.
- Feeds self finger foods.
- Chews and swallows a variety of food texture (without gagging).
- Scoops food with spoon (hand fisted, with minimal spillage).
- Uses fork to pierce food.
- Unwraps food.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows, other disappear as the child matures.

TWO TO THREE YEARS OLD

- Turns doorknob.
- Places blocks (horizontally).
- String large beads.
- Builds 6-7 cube tower.
- Unscrews lid on jar.
- Turns pages one at a time.
- Imitates vertical and horizontal strokes.
- Imitates a circular scribble after demonstration.
- Snips with scissors.
- Completes three piece formboard.
- Dominance of preferred hand is emerging.
- Matches pictures of objects to real objects.
- Stacks without reference to size.
- Nests objects.
- Completes three piece formboard.
- Jumps in place with both feet.
- Walks on tiptoes when demonstrated.
- Walks up and down stairs alone.
- Throws ball 5-7 feet overhand.
- Stands on one foot momentarily.
- Walks backwards.
- Gets drink unassisted.
- Pours liquid from small container.
- Takes food from serving dishes with little spilling.
- Indicates need to eliminate before wetting or soiling pants when asked.
- Stays dry during the night.
- Anticipates and verbalizes need to use toilet, though has occasional accidents.
- Undresses self (inside clothing).
- Removes coat/outside clothing.
- Puts on hat.
- Unfastens snaps, zippers, buttons, velcro, buckles.
- Turns on hot/cold water.
- Washes hands using soap.
- Dries hands.
- Blows nose into tissue held by adult.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows, other disappear as the child matures.

THREE TO FOUR YEARS

- Speaks in four to six word sentences.
- Uses "I", "You", "Me", "He", "She".
- Understands prepositions and prepositional phrases.
- Uses plural forms.

- Engages in simple conversation.
- Sentences and questions may not always be syntactically correct.
- Responds to "where", "how" questions (e.g., Where do you drink milk"?).
- Asks more complex "why" questions.
- Answers "what if" questions.
- Expresses displeasure verbally.
- Expresses feelings using two to three words.
- Can express simple object function.
- Memorizes and repeats simple songs and fingerplays.
- Rote counts 1-3.
- Creates equal sets.
- Matching objects by shape.
- Matching objects by color.
- Associates items based on parts/wholes.
- Tells when objects are the same or not the same.
- Classification and association begins.
- Demonstrates curiosity and creativity in learning situations; - ask questions to acquire new information, - uses material in new ways, - presents original ideas.
- Moves about room independently.
- Sits in a circle and a group supervised by an adult.
- Begins learning the give and take of cooperative play.
- Might suggest play activities to one or more peers.
- Copies circle.
- Cuts paper with scissors.
- Holds pencil with thumb and fingers.
- Builds 9-10 cube tower.
- Imitates 3 cube bridge.
- Imitates drawing cross.
- Completes simple puzzles.
- Able to open most inside doors.
- Strings small beads.
- Rolls clay into ball.
- Walks on circle.
- Ride tricycle/turns without bumping into objects.
- Stands up from floor without using hands.
- Hops on one foot.
- Stands on one foot 1-5 seconds.
- Throws ball for distance.
- Catches bounced ball with arms and body.
- Climbs on playground equipment.
- Jumps from bottom step.
- Holds eating utensils appropriately (gross grasp, mature grasp).
- Prepares to use the toilet (raises/lowers seat, undresses appropriately, sits/stands.
- Uses the bathroom when at school.
- Wipes self as needed.

- Flushes toilet.
- Washes hands after toileting.
- Puts on coat (over the head method, regular method).
- Puts away outside clothing.
- Washes face with water and soap.
- Blows/wipes nose upon request.
- Combs/brushes hair.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows.

FOUR TO FIVE YEARS

- Speaks in 6-10 word sentences.
- Uses prepositions.
- Makes relevant verbal contributions in small group discussion.
- Asking questions is at a peak, although he/she is not always interested in the explanations.
- Begins to sequence recall of experiences.
- Identifies missing part of object/picture.
- Can state opposites through analogies.
- Tells the use of senses.
- Tells what common things are made of.
- Uses more detailed descriptors (heavy, rough, tall, smooth).
- Discriminates verbal absurdities by answering questions (Can a dog fly?).
- Uses comparatives and superlatives (-er, -est, word endings).
- Indicates understanding of time concepts (today, yesterday, tonight, tomorrow).
- Uses please and thank you.
- Tells family names, street address.
- Uses appropriate pronouns.
- Uses appropriate helping verbs ("is", "are", "has", "have").
- Plays cooperatively with peers toward a common goal (making buildings or roads, playing school).
- Participates in dramatic make believe play.
- Calls attention to own performance.
- Performs simple errands/tasks.
- Cleans up without supervision.
- Labels most body parts.
- Identified non-member of group ("which one does not belong"?).
- Identifies categories (animals, toys, furniture).
- Names 3-5 colors.
- Names four shapes.
- Sorts objects by two attributes including size, color, shape.
- Matches symbols (letters, numerals).
- Recognizes first name in print.
- Attempts to read by looking at the pictures.
- Matches related pictures (brush/comb, foot and shoe).
- Counts by rote to 15.
- Counts 2-4 objects.
- Duplicates design/arrangement of objects.
- Sequence 3-4 objects from shortest to longest, smallest to biggest.
- Isolates individual finger movement.
- Imitate 5 and 6 cube block designs.
- Uses tripod grasp on pencil.

- Draws person with three parts.
- Draws cross from picture.
- Imitates drawing a square.
- Cuts on straight and curved line.
- Spreads paste on paper and turns it over to stick to another.
- Finds target object from pictured group of similar objects.
- Marches.
- Kicks rolled ball.
- Bounces ball with one hand 1-3 times.
- Runs smoothly.
- Go up and down steps, step over step, no rail.
- Catches ball with hands and chest.
- Gallops.
- Carries a tray, also cup of water.
- Forward somersault.
- Uses knife to spread.
- Uses napkin.
- Cleans up spills.
- Cleans up without supervision.
- Puts on gloves, boots, shirt.
- Closes fasteners on pants.
- Uses toilet independently.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows, others disappear as the child matures.

FIVE TO SIX YEARS

- Language is essentially complete in structure and form.
- Uses complex sentences with hypothetical and conditional clauses ("I can't go outside because it's raining"). ("When Daddy comes home, we can go get ice cream.").
- Uses questions to gain information.
- Answers questions about a story read to him/her.
- Makes representations of objects.
- Uses all basic prepositions.
- Dramatic play is full of practical dialogue and commentary.
- Associates people with items used by them.
- Asks for definitions of words.
- Names source of actions; "What bounces?" "What flies?"
- Tells a story using pictures.
- Seeks assistance from peers when needed.
- Sustains solitary or small group play for at least 15 minutes.
- Chooses own friends.
- Plays simple competitive table games (Candyland, Chutes and Ladder).
- Names at least two emotions.
- Begins to distinguish between real and non-real occurrences/objects.
- Expresses feelings appropriately.
- Can put toys away in an orderly manner.
- Recites alphabet.
- Understands same/different.
- Names letters.
- Points to a set which includes more objects.
- Counts 13 objects.
- Counts by rote to 20.
- Names numerals 1-9.
- Tells number that follows (what is after 2?).
- Shows which object is in named position (first, middle, last).
- Identifies coins (penny, nickel, dime).
- Names items related to time/calendar.
- Prints letters, numbers.
- Cuts out picture with scissors.
- Handedness usually stabilized.
- Skips.
- Walks on balance beam (forward/back/sideways)
- Performs sit-ups.
- Catches bounced ball with hands.
- Jumps up and turns.
- Takes two coordinated steps to kick a ball.
- Rides bike with training wheels.

- Swings self on swing.
- Puts on belt; buckles.
- Hangs up/puts away inside clothing.
- Uses knife to cut food.
- Makes own cereal, sandwich.
- Displays appropriate table manners.
- Ties a knot.
- Draws simple picture.
- Copies triangle.
- Colors within lines.

Many of these skills/abilities are present at all future developmental stages and expand as the child grows, others disappear as the child matures.

THINKING AND PROBLEM SOLVING

The program believes that the process of problem solving can be developed in young children. Many young children learn problem solving by the following steps:

Seeing a problem
Looking for information
Observing
Analyzing information
Drawing conclusions

The classroom teachers provide an emotional climate of acceptance that allows for the child to think creatively. A safe, structured, caring environment is provided which respects the child's independent thought and leaves him/her free to take risks.

Some problems occur naturally throughout the school day. Other problems are purposely created to encourage the child to think in new and different ways. Our approach is intended to support the children's cognitive development in the following socioemotional context.

Curiosity and initiative in pursuing interests.
Alternative ways of putting things into relationships.
Confidence to figure things out.
Confidence to speak one's mind with conviction.
Autonomy and ability to resist what does not make sense.
Openess to consider different points of view.
Persistance in problem solving.
Creativity and imaginative thought.

GOALS AND OBJECTIVES

JACKSON COUNTY INTERMEDIATE SCHOOL DISTRICT
SPECIAL EDUCATION EARLY CHILDHOOD CENTER

ANNUAL GOALS AND SHORT TERM OBJECTIVES
WRITTEN FROM A
DEVELOPMENTAL FRAMEWORK

It is our philosophy that early childhood objectives must be formulated in terms of the **child's total development.** That is, all areas of development, intelligence, language, affect, social-emotional and motor are intertwined. One area of development, i.e. cognition, facilitates the growth of affective, social emotional and all the other areas of development. It is also our intent to help the child become as **independent and autonomous** as possible and daily living skills are emphasized throughout the day.

CLASSROOM FUNCTIONING:

__1. AG: TO DEVELOP MEANINGFUL EXPLORATION AND INTERACTION IN THE SCHOOL ENVIRONMENT THE CHILD:.

__A. STO: Will stay with an activity or center with adult support.

__B. STO: Stays at an activity or center for a brief period of time without adult support.

__C. STO: Begins to explore objects tactilly and moves away from oral stimulation of inappropriate objects.

__D. STO: Stays with an activity for a short period of time with adult redirection.

__E. STO: Goes to a center/activity for a short period of time independently.

__F. STO: Follows classroom routine with adult redirection, e.g. music, centers.

__G. STO: Attends to a manipulative task for a reasonable period of time with adult support.

__H. STO: Attends to a manipulative task appropriately for a reasonable length of time independently.

__I. STO: When offered a choice of two interest centers, chooses one and follows through.

__J. STO: Chooses two activities during center time and stays at centers without adult support.

__K. STO: Moves about room independently and gets involved in a variety of activities.

COGNITION:

__2. AG: TO DEVELOP BASIC COGNITIVE ABILITIES THE CHILD:

__A. STO: Demonstrates awareness of people/objects in the environment.

__B. STO: Demonstrates acquired object permanence by searching for objects.

__C. STO: Demonstrates an understanding of simple cause and effect relationships.

__D. STO: Demonstrates simple problem solving skills.

__E. STO: Demonstrates complex problem solving skills.

__F. STO: Demonstrates curiosity or creativity in learning situations.

LANGUAGE DEVELOPMENT:

__3. AG: TO INCREASE THE USE OF LANGUAGE AND EXPAND LANGUAGE INTERACTIONS THE CHILD:

__A. STO: Maintains eye contact with adults and peers.

__B. STO: Requests attention through gestures, expressions and sounds.

__C. STO: Communicates basic wants/needs by gesture or single word.

__D. STO: Uses personal greetings ("hi", "bye").
__E. STO: Expresses basic needs or wants with words or signs (cookie, activity).
__F. STO: Participates in music or group activities.
__G. STO: Uses "no" to reject assistance.
__H. STO: Uses words/signs to talk about present objects/actions.
__I. STO: Expresses what they are doing.
__J. STO: Expresses what they are going to do.
__K. STO: Verbalizes requests to peers.
__L. STO: Initiates verbal interaction with an adult.
--M. STO: Initiates verbal interaction with peer (s).
__N. STO: Consistently answers or appropriately responds to adult questions with a word or simple phrase.
__O. STO: Calls attention to self or activity.
__P. STO: Makes a verbal choice when given two alternatives.
__Q. STO: Uses questions to gain information.
__R. STO: Describes activities of self or others.
__S. STO: Verbally interacts with adults/peers during center time.
__T. STO: Shares information with an adult about an experience for a short period of time.
__U. STO: Recalls a recent experience with some detail.

ARTICULATION:

__4. AG: TO ACQUIRE SKILLS RELATED TO IMPROVING ARTICULATION THE CHILD:
- __A. Improves oral-motor skills.
- __B. Improves respiratory control.
- __C. Improves articulation of single words.
- __D. Improves articulation of phrases.
- __E. Improves conversation.

COMMUNICATION ENHANCEMENT GOALS:

__5. AG: TO USE ALTERNATIVE COMMUNICATION METHODS THE CHILD:
- __A. STO: Learns sign language.
- __B. STO: Learns to use toys on a switch, communication boards or electronic devices to communicate.

SOCIAL EMOTIONAL GOALS:

__6. AG: TO DEVELOP A POSITIVE TRUST RELATIONSHIP WITH AN ADULT THE CHILD:
- __A. STO: Maintains eye contact.
- __B. STO: Accepts adult affection and reassurance from teacher/staff.
- __C. STO: Interacts with familiar adults consistently.
- __D. STO: Uses adult to meet basic needs/wants/desires.
- __E. STO: Seeks reassurance from an adult.
- __F. STO: Seeks approval from adults.
- __G. STO: Begins to accept direction and build relationships with other significant adults.
- __H. STO: Follows through with adult requests consistently.
- __I. STO: Helps the teacher in directing other children.

7. AG: TO DEVELOP INDEPENDENCE THE CHILD:
- __A. STO: Attempts new activities with adult support.
- __B. STO: Returns to an activity with support.
- __C. STO: Attempts to solve a simple problem.
- __D. STO: Completes a new activity/task.
- __E. STO: Accepts adult praise and interacts.
- __F. STO: Responds to positive attention.
- __G. STO: Defends self and play area.
- __H. STO: Seeks positive contact from an adult.
- __I. STO: Initiates positive verbal interactions with adults.
- __J. STO: Takes responsibility for self and personal belongings.
- __K. STO: Independently follows the classroom routine.

__8. **AG: TO DEVELOP AN INITIAL AWARENESS AND INTERACTION WITH PEERS THE CHILD:**

- __A. **STO:** Acknowledges presence of peer(s) visually or physically.
- __B. **STO:** Occasionally observes peers at play.
- __C. **STO:** Moves and plays in peer play area.
- __D. **STO:** Responds to peer's request by moving.
- __E. **STO:** Imitates a peer's behavior.
- __F. **STO:** Seeks peer contact spontaneously (may hit).
- __G. **STO:** Prefers to play beside peers rather than alone.
- __H. **STO:** Shares teacher time amd attention during activities.
- __I. **STO:** Gives information when requested by another child.
- __J. **STO:** Uses language to express wants/needs to another child.
- __K. **STO:** Begins to cooperatively interact in group activities or simple games.
- __L. **STO:** Accepts request to play with another child.
- __M. **STO:** Initiates play with peers.

__9. **AG: TO DEVELOP FLEXIBILITY AND COPING SKILLS WITH ADULTS/PEERS THE CHILD:**

- __A. **STO:** Responds to adult when physically directed.
- __B. **STO:** Responds to adult's verbal direction.
- __C. **STO:** Allows adult interactions daily (verbally or physically.)
- __D. **STO:** Completes one task with adult support.
- __E. **STO:** Completes one task independently.
- __F. **STO:** Becomes aware of changes in the environment and learns to accept minor changes.
- __G. **STO:** Begins to distinguish between fantasy and reality.
- __H. **STO:** Improves coping skills and can accept a significant environmental change.
- __I. **STO:** Initiates interaction with adult.

__10. **AG: TO DEVELOP APPROPRIATE STRATEGIES FOR HANDLING FRUSTRATION THE CHILD:**

- __A. **STO:** Responds to adult's redirection when frustrated.
- __B. **STO:** Demonstrates less self stimulation when frustrated.
- __C. **STO:** Responds to choices presented with adult support.
- __D. **STO:** Responds to choices presented without adult support.
- __E. **STO:** Responds without physical aggression when frustrated.
- __F. **STO:** Verbally expresses frustration.
- __G. **STO:** Solves problem with assistance.
- __H. **STO:** Independently solves the problem in a frustrating situation.

__11. **AG: TO DEVELOP SELF ESTEEM THE CHILD:**
- __A. **STO:** Recognizes that he "can do" activities.
- __B. **STO:** Demonstrates positive affect such as smiling, laughing.
- __C. **STO:** Expresses positive comments about a completed activity.
- __D. **STO:** Makes positive statements about adults/peers.
- __E. **STO:** Accepts that he can feel positively without being perfect.
- __F. **STO:** Accepts positive comments from adults/peers.

GROSS MOTOR SKILLS:

__12. **AG: TO ACQUIRE AMBULATORY MOTOR SKILLS THE CHILD.**
- __A. **STO:** Develops rolling sideways.
- __B. **STO:** Learns to sit.
- __C. **STO:** Learns to creep or crawl.
- __D. **STO:** Develops kneeling skills.
- __E. **STO:** Walks.
- __F. **STO:** Climbs up on couch or chair.
- __G. **STO:** Climbs stairs one step at a time.
- __H. **STO:** Rides a big wheel or trike.
- __I. **STO:** Learns jumping skills.
- __J. **STO:** Learns hopping skills.
- __J. **STO:** Runs with reciprocal motion.
- __K. **STO:** Improves coordination of movement through space.
- __L. **STO:** Improves motor planning.

FINE MOTOR SKILLS:

__13. **AG: TO ACQUIRE BASIC ARM/HAND MOVEMENTS THE CHILD:**
- __A. **STO:** Develops neat pincer grasp.
- __B. **STO:** Develop isolation of index finger.
- __C. **STO:** Uses both hands at midline (one holds, other manipulates.)
- __D. **STO:** Demonstrates fisted grasp on pencil.
- __E. **STO:** Develops ability to unscrew objects.
- __F. **STO:** Can string large beads.
- __G. **STO:** Holds pencil with thumb and fingers.
- __H. **STO:** Opens most inside doors.
- __I. **STO:** Demonstrates tripod grasp on pencil.
- __J. **STO:** Isolates individual finger movement.
- __K. **STO:** Snips with scissors.

__14. **AG: TO DEMONSTRATE INCREASED VISUAL-MOTOR INTEGRATION ABILITY THE CHILD:**
- __A. **STO:** Attempts to scribble.
- __B. **STO:** Puts one block in formboard.

__C. STO: Scribbles spontaneously.
__D. STO: Imitates vertical and horizontal strokes.
__E. STO: Imitates 3 cube bridge.
__F. STO: Completes simple puzzle.
__G. STO: Imitates five and six cube block design.
__H. STO: Improves motor planning ability/with or without objects.
__I. STO: Draws a person, three parts.
__J. STO: Draws cross from picture.
__K. STO: Imitates drawing a square.
__L. STO: Cuts on a straight or curved line.
__M. STO: Finds target object from pictured group of similar objects.
__N. STO: Draws a simple picture.
__O. STO: Copies a triangle.
__P. STO: Prints letters and numbers.

__15. AG: **TO DECREASE TACTILE DEFENSIVE BEHAVIOR THE CHILD WILL:**
__A. STO: Is receptive to touch.
__B. STO: Explains various textures.
__C. STO: Is receptive to a variety of food textures.

__16. AG: **TO NORMALIZE VESTIBULAR INPUT THE CHILD WILL:**
__A. STO: Moves about freely in/on stairs, toys and play equipment.
__B. STO: Participates in movement activities, i.e., spinning, rocking, jumping, swinging.

__17. AG: **TO IMPROVE ORAL MOTOR ABILITY THE CHILD WILL:**
__A. STO: Inhibits drooling.
__B. STO: Improves lip closure.
__C. STO: Blows bubbles.
__D. STO: Sucks from a straw.

__18. AG: **TO ACQUIRE PLAY/PLAYGROUND SKILLS THE CHILD WILL:**
__A. STO: Learns ball skills.
__B. STO: Learns to use large motor toys.
__C. STO: Uses playground equipment, (swings, slides, jungle gyms, etc.)
__D. STO: Demonstrates safety in use of playground equipment.
__E. STO: Participates in action games.

SELF CARE:

__19. AG: **TO ACQUIRE SELF CARE AND EATING SKILLS THE CHILD WILL:**
__A. STO: Drinks from a cup.
__B. STO: Sucks through a straw.
__C. STO: Feeds self finger foods.
__D. STO: Eats food from a spoon/fork.
__E. STO: Spreads with a knife.

__F. STO: Learns additional eating skills.
__G. STO: Pours from a small pitcher.

__20. AG: **TO ACQUIRE TOILETING SKILLS THE CHILD WILL:**
__A. STO: Demonstrates readiness for/begins process of toilet training.
__B. STO: Demonstrates toilet conditioning.
__C. STO: Functions independently when toileting.

__21. AG: **TO ACQUIRE DRESSING SKILLS THE CHILD WILL:**
__A. STO: Assists in dressing skills.
__B. STO: Removes outside clothing.
__C. STO: Removes inside clothing.
__D. STO: Puts on outside clothing.
__E. STO: Puts on inside clothing.

__22. AG: **TO ACQUIRE PERSONAL GROOMING/HYGIENE SKILLS THE CHILD WILL:**
__A. STO: Washes hands/face.
__B. STO: Blows nose.
__C. STO: Combs/brushes hair.

__23. AG: **TO ACQUIRE PRE-READINESS SKILLS THE CHILD WILL:**
__A. STO: Demonstrates matching, recognizing and naming shapes.
__B. STO: Demonstrates matching, recognizing and naming colors.
__C. STO: Demonstrates matching, recognizing and naming sizes (big, little).
__D. STO: Demonstrates one to one correspondence by matching sets.
__E. STO: Demonstrates understanding of concept of one.
__F. STO: Demonstrates understanding of numbers by counting 2-10 objects.
__G. STO: Demonstrates understanding of counting a given amount of objects. (Give me five).
__H. STO: Understands which set has more.
__I. STO: Recognizes numbers from 1 to 10.
__J. STO: Demonstrates matching, recognizing and naming numbers.
__K. STO: Demonstrates matching, recognizing and naming letters (upper/lower case).

SENSORY MOTOR CHECK LIST:

Tactile Sensation

Does the Child:
__ Object to being touched?
__ React negatively to certain textures on hands, arms, face?
__ Avoid certain textures of food?

Vestibular Sensation

Does the Child:
__ Appear fearful in space (i.e., going up/down stairs, riding on toys)?
__ Appear clumsy, often bumping into things and/or falling down?
__ Avoid balance activities?
__ Prefer fast moving, spinning type toys?

PLANNING AND TEACHING STRATEGIES

The teacher follows the High Scope Model of **"Plan Do and Review"**. The interest centers and selected experiences are provided for the children. Planning is not heavily emphasized with the younger child. With the **sensorimotor** child, the teacher starts by giving a limited choice of centers. The first expectations is that the child will arrive at the center. Secondly, it is hoped that they engage in play at the center for a brief peiod of time. In some cases, it is necessary for the teacher to stay with the child at the center. During and after play, the teacher talks with the child about their play experience, i.e., reviews what they did.

With the **symbolic** child, the choices are much greater and the plan is pictorial and/or written out. The child tells the teacher where they want to play in a one-step plan. They stay at a play center for a short period of time and then talk with the teacher about their play. The review or recall may include a picture of what they have done to take home. The child is encouraged to describe details of the play time. Some questions might include:

Who was there?
What did you play with?
What happened first?
Did you like it?
What will you play with next time?

CLASSROOM EXPERIENCES

INTRODUCTION

These activities were collected and written for people interested in helping young children. They can be used by parents, as well as teaching staff. They were selected as appropriate activities to use with children who have special education needs. It is essential that the teacher/facilitator know the developmental level of her student and make each experience appropriate for the individual(s) involved.

It is helpful for the person who is using these experiences to keep in mind the following guidelines:

1. **Each experience allows for flexibility.**
   Each is designed to be used for one child or as an activity center for a small/large group.

2. **Each child "acts on" the experience for himself and in his own way.**
   Each child is unique and will take from an experience those things which fulfill his special needs. It is not the responsibility of the teacher to be sure that a child learns a specific concept "sweet" or "hot" but to know that the child will learn what is important for him at that moment.

3. **The teacher should not bombard the child with languge.**
   As the teacher observes the child, she knows what words are important as labels for the child's action. She should talk **with** the child about the child's action. For example, if a child is playing with a train and doesn't appear to have the label, it is appropriate to label the item for him.

4. **An experience can be changed slightly to provide new learnings for the child.**
   Many times an experience can become a valuable new learning by changing a texture or adding a different object.

5. **A facilitator need not push a child into an activity; another child can be a helpful model.**
   Sometimes it is necessary for children to observe before participating.

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Cars, Trucks, Things That Go
What People Do All Day.

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Green Eggs and Ham.
Hop On Pop.
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Curious George Flies a Kite.
Curious George Gets A Medal.
Curious George Learns The Alphabet.
Curious George Goes To The Hospital.
Curious George Rides A Bike.
Curious George Takes A Job.

Mayer, Mercer, There's A Nightmare In My Closet.
When I Get Bigger.
Just Me And My Dad.
Me, Too.
Just Grandpa and Me.
I Was So Mad.
Just Me And My Babysitter.
Just Me And My Little Sister.
All By Myself.
Just Go To Bed.

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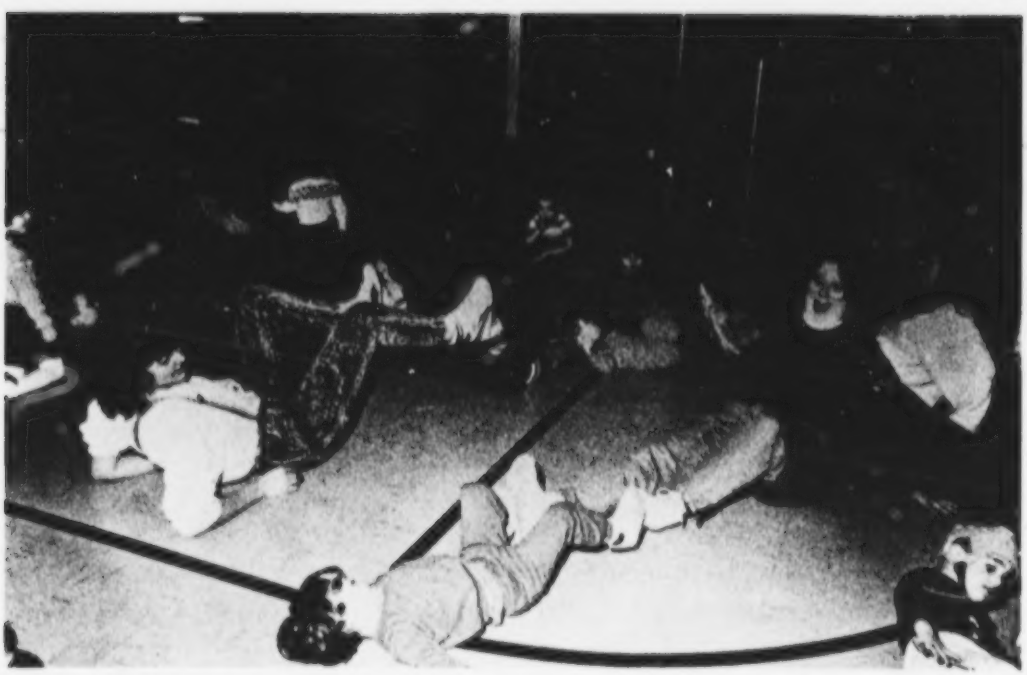

EXPERIENCE SECTION

Four sample experience sections are included in this curriculum. They are Seasonal Activities, Cooking Experiences, Special Days, Music and Storytelling. Some of these activities may require teacher direction.

Other experiences are available in the Preschool Language Experiences, published by Jackson County Intermediate School District.

SEASONAL ACTIVITIES

FALL - September, October, November

VOCABULARY

School
Bus
New Friends
Trees
Leaves
Apples
Pumpkins
Squirrel
Nut
Pilgrims
Indian
Turkey

HOLIDAYS

Beginning of School
Halloween
Thanksgiving

MUSIC

"Make New Friends"

Make new friends but keep the old;
One is silver and the other gold.

"Friend Song"

The more we get together, together, together,
The more we get together, the happier we'll be.

"Gray Squirrel"

Gray squirrel, gray squirrel,
Whisk your bushy tail,
Gray squirrel, gray squirrel,
Whisk your bushy tail.

Wrinkle up your funny nose,
Hold a nut between your toes,
Gray squirrel, gray squirrel,
Whisk your bushy tail.

"People On The Bus"

The wheels on the bus go round and round
Round and round, round and round.
the wheels on the bus go rund and round
All through the town.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down
All through the town.

The wipers on the bus go swish, swish, swish
Swish, swish, swish, swish, swish, swish
The wipers on the bus go swish, swish, swish
All through the town.

The money on the bus goes clink, clink, clink,
Clink, clink, clink, clink, clink, clink
The money on the bus goes clink, clink, clink,
All through the town.

The driver on the bus says "move on back", "move on back",
"move on back",
The driver on the bus says "move on back",
All through the town.

The children on the bus say "waa, waa, waa", "waa, waa, waa"
"waa, waa, waa"
The children on the bus say "waa, waa, waa"
All through the town.

The mommies and daddies on the bus say "I love you",
"I love you", "I love you"
The mommies and daddies on the bus say "I love you"
All through the town.

FINGERPLAYS

"Fall Is Here"

These are the colored leaves
Fluttering down
And this is the tall tree
Bare and brown.

This is the squirrel
With eyes so bright
Hunting for nuts
With all his might.

This is the hole
Where day by day
Nut after nut
He stores away.

When the winter comes
With its cold and storm,
He'll sleep curled up
All snug and warm.

"Gently Falling Leaves"

Little leaves fall gently down,
Red and yellow, orange and brown.
Whirling, whirling round and round,
Quietly without a sound.

"Crunchy Leaves"

We make such a crunchy sound
In the leaves upon the ground.
Crunchy, crunchy, hear the noise,
Made in leaves by girls and boys.

"Little Squirrel"

I saw a little squirrel
Sitting in a tree
He was eating a nut
And wouldn't look at me.

"Two Little Apples"

Way up high in the apple tree,
Two little apples smiled at me.
I shook that tree as hard as I could.
Down came the apples.
UMMMMMMM! Good!

"Apple Tree"

Here is a tree with its leaves so green.
Here are the apples that hang in between.
When the wind blows the apples will fall,
Here is the basket to gather them all.

"Friends"

I have two friends,	(Hold up two fingers on left hand)
And they have me;	(Hold up one finger on right hand)
Two friends and me,	(Bend each from left to right)
That's one, two, three.	(Hold up while saying "1, 2, 3")

"Look It's Me"

Look in the mirror.
What do you see?
It's someone special.
Look, it's me!
(Let the children take turns holding a hand mirror.)

ART

Activity: **THIS IS WHAT I LOOK LIKE**

Materials: Pre-cut large simplified "paper dolls" silhouettes of girls and boys. The figures should be about 15 inches tall. Also, markers and crayons.

What to do: The children may personalize the figures by coloring in their hair and eye color and the type of clothing they like.

Follow-Up: The figures can then be mounted on the wall with the children's names displayed underneath. When the figures are on the wall, it should look as if all the children are holding hands.

Acitvity: **FALL TREES**

Materials: Orange, yellow, red and brown paint. Paint brushes, paper, child scissors (optional)

What to do: Let the children paint with orange, yellow, red and brown paint. After the paint is dry, those children who are able to use scissors can cut out leaves. The teacher may need to cut out the leaves for the younger children.

Follow-Up: Cut a tree trunk out of brown construction paper and tape it to a wall or bulletin board. Use the children's leaves to decorate the tree. Use fingerplays about fall and/or leaves.

Activity: **AUTUMN TREE**

Materials: 12" x 18" piece of blue or green construction paper for mounting the tree; 2" x 9" piece of brown construction paper for trunk; 9" x 9" piece of white construction paper, and red, yellow, orange and brown tissue paper for the leaves; liquid laundry starch.

What to do: Using starch, "paste" pieces of tissue paper on the 9" x 9" white construction paper, overlapping the edges. Let dry overnight.

Draw a circle on the back of white paper and cut out. Paste the trunk and the tissue paper collage onto the 12" x 18" construction paper.

Follow-up:

Acitvity: **SPRAYED LEAVES**

Materials: leaves, paper, spray gun, spray paint or toothbrush over a screen, tape, paint, if needed.

What to do: Collect leaves on a nature walk. Tape the leaves on construction paper and spray with a spray gun, a can of spray paint or use a toothbrush over a screen.

Follow-Up:

Activity **PAINT APPLES**

Materials: Brown and green construction paper, paper plates, paint, paste, tape.

What to do: The children paint paper plates red and paste two green paper leaves on top of the paper plate. These make wonderful apples for your apple tree.

Follow-Up: The teacher puts a large tree cut out of brown and green construction paper on a wall. Tape the apples on the apple tree for display.

GROSS MOTOR

Activity: **THE BEAN BAG GAME**

Materials: Bean bag or nut.

What to do: The children form a single circle. All the children face the center with their hands behind their backs. One child (squirrel) stands outside the circle. This child walks around the circle and drops the bean bag (nut) into one of the children's hands. The child who was given the bean bag (nut) chases "it" and tries to tag him or her before "it" can reach the empty place in the circle. If the child tags "it", he/she gets the bean bag and is the new "it"

Activity: **BUSY FEET**

Material: 2 chairs, 1 ball

What to do: Two children sit on chairs, small enough so that their feet are on the floor. The chairs should be placed close enough so that the children can play the game successfully.

Have the children take off their shoes. One child pushes a ball with his/her feet toward the other child. That child, in turn, stops the ball and pushes it back. By being barefoot, the children can curl

their feet around the ball. They may use one or both feet. As they are successful, the children may move the chairs further apart.

Activity: Walking Paths made with leaves, pumpkins etc.

Materials: Masking tape

What to do: Make four paths with masking tape on the floor. One path could be one yard wide, the next 18 inches wide, the third nine inches wide, and the last three inches wide.

Ask the children to walk, hop, skip and jump without stepping off the path. Start with the widest path and work toward the narrowest. Repeat several times.

Variation: Adapt this to the level of skill for your group.

Use individual cut out for stepping stones in places of paths.

FINE MOTOR

Activity: SAND

Materials: Large baking pan, wet sand

What to do: Have the children make designs or pictures in a pan of wet sand. A large baking pan works well. Let the children get the feel of the sand, and have them make lines, circles, or impressions of their hands.

To encourage the concepts of sharing and taking turns, two children could share one large pan of sand.

Activity: BUTTERMILK CHALK DRAWINGS

Materials: Buttermilk, paint brush, paper, chalk

What to do: Brush buttermilk on manilla paper. This makes a fun medium for chalk drawings.

Activity: PLAY DOUGH

Materials:
1 cup salt
2 cups sifted flour
6 teaspoons alum
2 tablespoons salad oil
1 cup water
Bowl

Activity con't.

Mixing spoon
Measuring cups
Measuring spoons

Mix together until smooth. Coloring may be added to the water before mixing. The play dough will stay soft for several weeks if kept in a plastic bag.

Activity: POPCORN PICTURES

Materials: Paper patterns, popped popcorn, rubber glue.

What to do: Draw an outline of an animal on paper. Fill the inside of the animal with rubber glue. The children use popcorn to fill the inside of the animal.

WINTER - December, January, February

Vocabulary

cold	mittens	love
ice	hat	heart
icicle	ornament	ski
sled	Menorah	snow
skate	santa	snowflakes
snowmen	candycanes	snowballs
stockings		

Holidays

Christmas
Hanukkah
Ground hog Day
Valentine's Day

Music

MUSIC ACTIVITIES

I'M A LITTLE SNOW PERSON

Sing this action song to the tune, "I'm a Little Teapot."

I'm a little snow person,
(stand with arms in a circle above stomach)
Short and fat.
Here are my buttons, (point to buttons)
Here is my hat (pat top of head)
When the sun comes out (make circle with hands above head)
I cannot play. (shake head "no"
Slowly I just (bend slowly down to floor)
Melt away.

MY RED SLED

After the very first snowfall, the sleds come out. What a jolly day! some sleds are painted red and look bright and gay against the snow. They are like wagons because they can be used in so many ways. Sometimes sleds are Christmas presents. What made the child happy in this song?

PETER HAMMERS
(Tune: WHAT ARE YOU WEARING?)

1. Peter hammers with one hammer, one hammer, one hammer, (Pound one fist on floor or leg)
2. Two hammers (two fists)
3. Three hammers (two fists, one foot)
4. Four hammers (two fists, two feet)
5. Five hammers (two fists, two feet, head)
6. Peter's very tired now..(rub eyes, then lay head on hands)

FINGERPLAYS

WINTER COLD

Hat and mittens keep us warm, (put hands on head, rub hands together)
We are ready for the storm,
Zip your coat up to your chin, (raise hand to chin with pulling motion)
Don't let the cold winter in. (shake head "no")

SNOW IS ON....

Snow is on the housetop,
Snow is on the ground.
Snow is on the mountain.
Snow is all around.

FIVE SNOWMEN

Five happy snowmen, standing in a row.
The sun melted one, so very slow.
Four happy snowmen, having lots of fun.
One ran indoors to hide from the sun.
Three happy snowmen, jumping up and down.
One ran away without a sound.
Two happy snowmen sliding down a hill.
Both fell over and lay very still.
(Use flannel board cut-outs of five snowmen with this rhyme.)

SLEDDING

Here's a great big hill,
With snow all over the side.
Let's pull our sleds up to the top
And down the hill we'll slide.

MELTING SNOWMAN

Make three balls of soft, white snow.
Pat, pat, pat and watch them grow.
Big round snow balls, one-two-three.
Build a man of snow for me.
Sun comes out to warm the day.
Mr. Snowman melts away.

WINTER WEATHER

Let's put on our mittens
And button up our coats.
Let's wrap scarves snugly
Around our throats.

Pull on our boots,
Fasten the straps
And tie on tightly
Our warm winter caps.

Then open the door....
...And out we go
Into the soft and feathery snow.

WHEN COLD WINDS BLOW

When cold winds blow,
And bring us snow,
At night what I like most,
Is to climb into bed
And hide my head
And sleep as warm as toast.
"Shhhhhhh - Good Night Everyone."

ART

Activity: Honeycomb Snowflakes

Materials: Honeycomb cereal, glue, dark construction paper.

What to do: To make a snowflake design, glue Honeycomb cereal on dark construction paper or glue edges of Honeycomb cereal together to make snowflake design.

Activity: Frost on Windowpane

Materials: Construction paper, marker or crayon, glue and glitter or water and sugar.

What to do: On construction paper, draw outline of a window. Spread glue on frame and sprinkle with glitter or use water sprinkled with sugar.

Activity: Doily Snowman

Materials: Paper doily, dark construction paper, makers or paper scraps.

What to do: Paste doily on dark construction paper. Make face out of markers or scraps.

Activity: Mittens

Materials: The Mitten or One Mitten Lewis book, construction paper, scissors, hole punch, string, crayons (opt).

What to do: Read book The Mitten - Tresselt, or One Mitten Lewis - Kay. Have children cut mittens out of colored construction paper, punch holes and string yarn through holes. Wear mittens around neck. Can decorate mittens.

Activity: Spatter Paint Snowflake

Materials: Dark construction paper, white tempera paint, paint brush.

What to do: Cut a large circle from black or blue costruction paper. Fold in half and open. Dip brush into white tempera paint that is thinner than normal. Hold brush over paper, being careful not to touch brush to paper. Shake brush, allowing paint to fall randomly. Fold on original crease and press. Open and symmetrical design appears.

Activity: Soap Flakes Wreath

Materials: Soap flakes/water, green food coloring, paper plates, seeds or buttons.

What to do: Mix soap flakes with water to make a thick mixture. Add

green coloring and put on paper plates with centers removed for a Christmas wreath. Add seeds or buttons for berries.

Activity: Paper Chains

Materials: Construction paper strips, paste.

What to do: Make continuous paper chains for Christmas tree decorations or for hanging from the ceiling for party decorations. Cut red and green colored construction paper into strips, and then bend them into rings. Paste the rings shut as each strip is slipped through the preceeding ring.

ART

Activity: PINE CONE BIRD FEEDERS

Materials: Each child will need a pine cone, some peanut butter, bird seed or bread crumbs, sticks or spoons to use for spreading the peanut butter, string and paper clips for hanging.

What to do: 1) Tie string around the cone
2) Spread peanut butter over the pine cone.
3) Roll the covered cone in birdseed or crumbs.
4) Hang the pine cones near a window, so the children can observe the birds eating the crumbs.

Activity: BIRD FEEDERS

Materials: Small milk cartons, string, paper birds

What to do: Talk with your class about the importance of feeding the birds in the winter, and then have them make bird feeders to bring home.
Help the children cut large square sections out of the sides of small milk cartons. Cut out a small bird to perch on one side, and attach a string to the top so the children can carry their bird feeders home.

GROSS MOTOR:

Activity: LET'S EXERCISE

Materials: Plenty of room

What to do: Present physical exercises in the classroom. Provide enough floor space for the free movement of arms and legs. After a few practice times, the children should know their places without directions from the teacher. Start with the following simple exercises:

-From a sitting position, sit up as tall as possible, relax, repeat a number of times.
-Place hands on the floor and crawl forward with legs held in a stiff manner.
-Walk on all fours slowly, like a turtle.
-Lie on the floor with hands above the head. Raise right leg, raise left leg. Lower right leg, lower left leg.
-Lie on the floor. Rise up to a sitting position, lean over and touch the right toe with the left hand. Return to a reclining position. Repeat with the right hand.

Activity: SNOW TRAIL

What to do: If you are fortunate enough to live in a climate where the ground is now frozen and covered with snow, your classroom can

have a lot of fun making snow trails. Choose several children to run around the playground making a trail in the snow. Let the other children try to follow the snow trails.
If you do not live in a climate that is now snow covered, let the children pretend to make snow trails by using leaves or sticks as a trail.

Activity: SNOWFLAKES

What to do: Discuss how softly snowflakes float to the ground. could we float down that softly? Establish boundaries in the room and have the children dramatize the movements of the snwflakes.

Activity: INDOOR SLEDS

Materials: Rope, cardboard pieces

What to do: Tie a rope or heavy string to one end of a large piece of cardboard. ((Follow the example on the left). Then have the children take turns pulling each other around the room on this "indoor sled". The sled will work well on carpeting.
Be sure to team up children of equal weight. A very small child trying to pull a heavy child will not work very well.

Activity: OBSTACLE COURSE

What to do: This obstacle course provides experience for a wide variety of gross motor movements and skills.

1. Walk across a balance beam
2. Climb up on a chair and jump off
3. Jump through a hoola hoop, feet together
4. Crawl under a table
5. Jump over a box onto a mat
7. Crawl through a barrel

Let the children add other equipment to the course or exchange something for another piece. Positional concepts and relationships can be strengthened by use of positional words as the child performs the activity (under the table; over the box).

Activity: MUSICAL HAT

Materials: Hat, music

What to do: Depending on the size of the class, divide the children into groups, eight or ten in a group. Only one group plays at a time. The first group of children stands in a straight line facing the rest of the class. Give a hat to the child first in line. When the music starts (piano or record player), he or she must place the hat on the head of the next boy or girl. Each child places the hat quickly on the head of the child next to him/her. When the hat gets to the last person, it is started back in the oppoisite direction. The child

holding the hat when the music is stopped is out of the game. Continue until only one child remains.

When all the groups have had a turn, the winners in each group compete against each other. The last child standing wins the game. To make this game seasonal, use a Santa Claus hat.

FINE MOTOR

Activity: SHAVING CREAM

Materials: Shaving cream

What to do: Let the children clean formica table tops with scented shaving cream. This is great for the senses of touch and smell. Give each child a small amount of shaving cream and let him or her spread it on the table. They may draw with fingers if they choose.

Activity: SOAP FLAKES FINGER PAINT

Materials: Soap flakes, water, tempera or food coloring, finger paint paper (opt).

What to do: Beat soap flakes in a small amount of water until it is the consistency of whipped cream. Add color. Mix well
This type of finger paint may be used on a smooth table top or on finger paint paper.

Activity: SPONGE PAINT WINDOWS

Materials: Construction paper, paint, sponges

What to do: Give each child a piece of construction paper with a large rectangle drawn on it. Tell the children that these are big apartment buildings. Provide each of the children with paint and sponges cut into small squares. Have the children sponge paint windows on the apartment building. After the paintings are dry, the children can color in trees, people, clouds, etc.

Activity: PLAY-DOUGH SNOW PEOPLE

Here is a fun recipe for making play-dough. Don't use food coloring and the play-dough will stay white.

Materials:
- 1 cup salt
- 6 teaspoons alum
- 1 cup water
- measuring spoons/cups
- bowl
- 2 cups sifted flour
- 2 tablespoons salad oil
- small stones
- material for features

What to do: Mix together until smooth. The play-dough will stay soft for several weeks if it is kept in a plastic bag.
Show the children how to form balls with the play-dough to make the

snow people. Use small stones, fabric, etc. to add facial features, buttons, hat and scarf.

Activity: PAN OF SNOW

Materials: Pans, cookie cutters, etc.

There are many days in the winter (especially in the north), when it is too cold to play outside. Bring in pans of snow and let the children draw shapes and line with their fingers in the snow. Use cookie cutters or other kitchen utensils to create drawings in the pans of snow. (Filling the water table with snow is a lot of fun, too!)

Activity: ICICLES

Materials: Dark paper, white tempera paint, straws

What to do: On the top of a piece of dark paper, paint a line of white tempera paint. Let the children blow gently with a straw so the paint will run. The result will look like icicles. This is a wonderful art activity even for the smallest children.

SPRING - March, April, May

VOCABULARY

flowers	joke	seeds	bunny
butterflies	kites	chick	robin
shamrocks	basket	rain	rainbows
umbrella	pot of gold	egg	lambs
hatch	lions		

HOLIDAYS

St. Patrick's Day
April Fool's Day
Mother's Day

MUSIC

FIVE LITTLE DUCKS

Five little ducks, that I once knew,
Fat one, skinny, tall ones two.
But the one little duck
With the feather on his back,
He led the others
With a "Quack, Quack, Quack.
Quack, Quack, Quack!"

THERE IS THUNDER
(Tune: ARE YOU SLEEPING?)

There is thunder, there is thunder,
Here it roar, hear it roar,
Pitter, patter, rain drops,
Pitter, patter, rain drops,
I'm all wet, I'm all wet!

FINGERPLAYS

RAINY DAY FUN

Slip on your raincoat
Pull on galoshes
Wading in puddles
Make splishes and sploshes!

DIG A LITTLE HOLE

Dig a little hole.
Plant a little seed.
Pour a little water.
Pull a little weed.

Chase a little bug.
Heigh-ho there he goes!
Give a little sunshine.
Grow a little rose.

SAFETY

Red says STOP.
And green says GO.
Yellow says CAUTION,
You'd better go slow!

A LITTLE BOY'S WALK

A little boy went walking
One lovely summer day.
He saw a little rabbit
That quickly ran away.

He saw a shining river
Go winding in and out,
And little fishes in it
Were swimming all about.

(Repeat for Little Girl's Walk)

THE CATERPILLAR

A caterpillar crawled to the top of the tree.
"I think I'll take a nap", said he.
So - under a leaf he began to creep,
To spin his cocoon and fall asleep.
All Winter he slept in his cocoon bed,
Til Spring came along one day and said,
"Wake up, wake up, little sleepy head.
Wake up, it's time to get out of your bed."
So - he opened his eyes that sun shiny day.
Lo! He was a butterfly and he flew away.

ART

Activity: LAMBS/LIONS

Materials: Give each child a dittoed piece of paper with a lion's head and a lamb's head on it. Include the caption, "March comes in like a lion and goes out like a lamb."

What to do: Have the children glue cotton on the lamb's head and gold yarn (for a mane) on the lion's head. Discuss with your class the meaning of the caption.

Activity: RAINY DAYS

Materials: Paper, glue.

What to do: Have the children draw a picture of a cloudy day. Be sure to tell the children not to draw any raindrops on their pictures. The picture is just to be of a cloudy day.
Once the children's pictures are completed, tell them that you are now going to turn their "cloudy days" into "rainy days." You will do this by putting drops of white glue on the pictures. When the white glue dries, it will be clear and will look like raindrops.

Activity: RAINBOW COLORS

Materials: White paper towels, food coloring, muffin tins, water.

Discuss rainbows with your children. Has anyone ever seen a real rainbow? When do you see rainbows? What colors are in rainbows?
What makes rainbows so much fun are all the colors. Here is a fun project that will create a lot of different colors that blend together, just like the colors of a real rainbow blend together.

What to do: Dilute the food coloring with water and put the various colors in the different compartments of the muffin tin. Fold paper towels in fan formation. Dip the paper towels into the food coloring. Unfold the towels, and permit them to dry. This project will seem almost magical to the children.

Activity: EGG SHELL COLLAGE

What to do: Make a collage from crushed egg shells. The egg shells may be colored or white. Brush diluted glue into an outlined shape, and then place the egg shell into the shape.
The children may create their own designs or you may wish to provide them with the shape of a rabbit or chick to fill in with the egg shells.

GROSS MOTOR-

Activity: Walk - 1

What to do: Take a walk. Look for signs and listen for sounds of Spring. Upon returning, take out the Seasonal Chart. Read the different characteristics of Fall and Winter. Now add Spring to the chart.

Activity: Walk - 2

Materials: Scarf or streamer

What to do: Take a walk on a windy day. Give each child a scarf or streamer. As they walk, they can hold it up and watch what the wind does with it. Have them hang on tightly. Carry extras in case a chld lets go.

FINE MOTOR

Activity: MAGIC CLAY

Materials: Water, cornstarch

What to do: Heat 2 2/3 cups water over low heat until bubbly. Remove from heat and add 1 cup cornstarch dissolved in 1/2 cup cold water. Stir quickly. Mix with hands if necessary. If too dry, add a bit more water.
This mixture is pliable like play dough. When it is allowed to dry at room temperature for 36 hours, it will become very hard and can be painted.

Activity: STRINGING BEADS

Materials: Beads, string or macaroni and straws.

What to do: Bead stringing is an ancient and colorful art, along with being an excellent fine motor skill. There are many good manufactured kits of beads and strings. Unfortunately, children are never able to take home their finished products when they use a maufactured kit.
You can use macaroni and straws that have been cut for children to string. They can practice the fine motor skill of stringing beads and will be able to take their creations home.

Summer- June, July, August

Vocabulary

fun	birds	sun	hot
flag	sprinkler	picnic	fan
water	parade	shells	bike
beach	swim	swing set	park
sand			

Holidays

Flag Day

Father's Day

4th of July

FINGERPLAYS

Our Flag
The flag is coming. We see it now,
It's red and blue and white.
With stars and stripes, it's held so high.
It's such a wonderful sight.

We are proud to hold our faces up
And stand so straight and tall,
To place our hands upon our hearts
And pray for peace for all.

BIRDS
(Can be sung to the tune of "Row Row Row")

Fly, fly, fly away	(make hands fly off to each side)
Happy as can be	(Smile)
Oh, fly, fly, fly away	(Repeat flying motions)
Then fly right bact to me.	(Beckon them back to you; have hand fly back)

OUR FLAG

As red as a fire,
As blue as the sky,
As white as the snow-
See our flag fly!
Three pretty colors
Wave at the sky.
Red, white and blue
On the Fourth of July!
Red, white and blue,
Those colors are.
And every state
Has its very own star.
Hold up the flag,
Hold it up high.
And the say, "Hurrah,
For the Fourth of July!"
(Discuss states in the union. Ask: "How many stars are there? What do the stars stand for? Can you draw a flag?")

I HAVE A SHADOW

I have a little shadow
He (she) lives with me.
When the sun comes out
So does he (she)!

MUD

Mud is very nice to feel
All squishy between the toes!
I'd rather wade in wiggly mud
Than smell a yellow rose.

A SEASHELL

One day a little shell washed up (hold shell)
Out of the waves at sea.
I held the shell up to my ear, (hold shell to ear)
And I heard it sing to me.
Sh..sh..sh..sh. (children repeat)
A little shell washed up one day,
And lay upon the sand. (hold shell in hand)
It sang a song about the sea,
As I held it in my hand.
Sh...sh...sh..sh. (children repeat)
(This is excellent for practice on the "sh" speech sound. Bring in a conch shell and let the children take turns holding it to their ears to hear the sound of the sea.)

FIVE LITTLE DUCKS

Five little ducks, swimming on the lake.
First one said, "Watch the waves I make."
Second little duck said, "Swimming is such fun."
Third little duck said, "I would rather sit in the sun."
Fourth little duck said, "Let's swim away."
Fifth little duck said, "Oh, let's stay."
Then along came a motor boat with a pop, pop, pop.
And five little ducks swam away from the spot.

MY GARDEN

This is my garden; (extend one hand, palm up)
I'll rake it with care, ("rake" with three fingers of other hand)
And then some flower seeds. (make planting motion with
I'll plant in there.
The sun will shine, (make circle above head with hands)
And the rain will fall, (flutter fingers for "rain")
And my garden will blossom, (cup hands together, extend upward)
and grow straight and tall.

LET'S GO TO THE BEACH
(tune-"A Hunting We Will Go")

Let's go to the beach
To swim and play and run.
Building castles in the sand
Is ever so much fun.
We'll fix a picnic lunch
And eat it when we like.
And when we all are nice and full
We'll take a nature hike.
Be sure to wear your suit
And bring along your float.
We'll ride so far out in the surf
Pretending it's a boat.

We'll find some pretty shells
And throw the gulls some bread.
Put on a lot of suntan oil
So that we don't turn red.
We'll never want to leave.
Such fun this all has been.
But we'll come back antoher day
And do it all again!

I DIG, DIG, DIG

I dig, dig, dig,
And I plant some seeds.
I rake, rake, rake,
And I pull some weeds.

I wait and watch
And soon I know
My garden sprouts
And starts to grow.

A LITTLE BOY'S WALK

A little boy went walking
One lovely summer day.
He saw a little rabbit
That quickly ran away.

He saw a shining river
Go winding in and out,
And little fishes in it
Were swimming all about.

(Repeat for Little Girl's Walk)

LET'S PRETEND

Let's pretend we're having fun
At a picnic everyone.
Then some picnic pets come 'round
Birds that flutter to the ground.
Crickets who can jump so funny.
And a wiggly little bunny.
Butterflies on lazy wings,
Squirrels, and lots of other things!
Let's pretend that we are all
Picnic pets who've come to call.

OFF I GO A-FISHING

Off I go a-fishing, a-fishing, a fishing,
Off I go a-fishing
To the sparkling brook.

I hope there is a big one, a big one, a big one,
I hope there is a big one,
To nibble on my hook.

First I cast my line in, my line in, my line in,
First I cast my line in,
And hold the pole so tight.

Watch the bobber go under, go under, go under,
Watch the bobber go under,
I think I've got a bite!

Now I start a-reeling, a-reeling, a-reeling,
Now I start a-reeling,
This fish must weigh a lot!

Here it comes a-wriggling, a-wriggling, a-wriggling,
Here it comes a-wriggling-
Just see what I have caught!

(Have the children pantomime the actions of this rhyme.)

FINE MOTOR:

Activity: FISHING GAME

Materials: 18" dowel stick, string, a magnet, assorted colors of construction paper, workbook pictures or magazine pictures, clear contact paper and paper clips.

What to do: Attach one end of a 24" piece of string to the dowel stick, and attach a magnet to the loose end of the string. This is now a "fishing pole." Cut about a dozen fish out of construction paper. Mount a small picture, depicting a single object, on one side of each fish. Cover both sides of the fish with clear contact paper and put several paper clips on each fish. Set an open box on the floor or make a circle on the floor with masking tape. Put the fish inside the box or circle.

To play the game, the children sit around the box or circle , and take turns catching the fish with the fishing pole. The magnet will attract the clips on the fish. As the child catches a fish, he or she tells about the picture on it.

There can be many different variations to this game.

1. You can cut the fish out of various colors and have the children tell what color they have caught with their fishing pole.
2. You can mount different numbers of the same small objects or shapes on the fish. As the child catches a fish, he or she tells how many objects or shapes are on the fish.
3. You can put numerals on the fish and the children tell what numeral is caught.

Activity: WAVE A FLAG

Materials: Assorted colors of construction paper, tongue depressors, small stars and clear contact paper.

What to do: Cut at least two 3" x 5" rectangles out of each color of construction paper. Glue one narrow edge of each paper rectangle to a tongue depressor so that it resembles a flag. Put two or three stars on each flag. Cover each flag with contact paper.

The children sit around the teacher. Each one is given a flag, while the teacher retains one flag of each color. The teacher holds up the flag. The child with the same color waves his/her flag .

To increase the complexity of the game, you can use different shades of the same color.

Activity: REAL GARDENS

Materials: Garden tools, seeds, watering can.

What to do: Real gardens are fun for adults and children. It is like magic to watch something grow. Easy and fun things to plant are sunflowers, pumpkins, zinnias, marigolds, beans, and radishes. Try to plant both vegetables and flowers. Have the children take turns watering and weeding the gardens. Be sure to supervise the weeding process. My own children have been know to weed out all the plants.

Activity: SAILBOAT RACES

Materials: Clay, stick, construction paper, pieces of cork, toothpicks.

What to do: Have children make sailboats. Take the construction paper and fold it into a hat. Turn the hat upside down and it will float very well. Use a toothpick with paper attached to it for a sail.

After the sailboats are created, take them outside to a wading pool or baby bath tub for sailboat races. Children love this activity.

Activity: PAINT BLOWING

Materials: Construction paper, paint, straws.

What to do: Another fun painting technique is paint blowing. Give each child a sheet of construction pape. Put a small amount of paint on the paper. (If you use several colors, the paintings will be more exciting.) Have the children blow the paint with a straw to create abstract designs.

ART

Activity: BEACH SCENE

Materials: Baby food jar, pebbles, shells, twigs.

What to do: A fun way to make a beach scene is to fill a baby food jar with sand. Arrange pebbles, shells, and twigs on top and put a lid on it. The lid can be sprayed gold. Pasta shells can be used to represent real shells.

Activity: SAND CASTLES

Materials: Buckets, pails, spoons, etc. (brought from home)

What to do: Plan a day to have a sand castle building. Send notes home a day ahead of time asking that the children bring buckets, pails, spoons, etc. from home, so you will be sure to have enough sand castle building tools for everyone.

Before the children begin their castles, give them some ideas of how to build a good sand castle. For example, they can use twigs and leaves as trees around the castle. Sand that has been moistened will be better to build with. the children will really have alot of fun doing this activity.

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LEARNING GAMES/EXPERIENTIAL ACTIVITIES

Activity: A CHEMICAL GARDEN

Materials:
6 tbsp. salt
6 tbsp. bluing
6 tbsp water
1 tbsp. ammonia
bits of cotton, wood, cloth
sponge, food coloring
several small pieces of coal

What to do: Place coal in a foil pie tin. Mix the salt, bluing, water, and ammonia in a bowl. Pour the mixture over the coal. Drop bits of cotton, wood, cloth, or sponge on top. Sprinkle with the food coloring. Place the pan near heat, and watch it grow.

Activity: LADY BUGS

Materials: Styrofoam balls, red paint, black paper, pipe cleaners.

What to do: You will need to purchase styrofoam balls. Cut the sytrofoam balls in half. Each child should receive one half. Paint the styrofoam ball red. When the paint dries, black construction paper "dots" can be glued on. Add pipe cleaner legs. The children may either paint on the eyes, or make eyes out of construction paper

and glue them on.

Activity: STONE PAINTING

Materials: Stones, paint, varnish or lacquer (opt)

What to do: The children should collect smooth stones of various shapes and sizes. With thick tempera paint, have the children paint an imaginary face or animal on the stone. When the paint is dry, the stone can be sprayed with lacquer or varnish.

Activity: TWIG PAINTING

Materials: Paint, heavy paper

What to do: This is a fun "outside" painting activity. Instead of using paint brushes, have the children find twigs that they would like to paint with. When painting with the twigs, you should use thick tempera paint and heavy paper. Using the twigs will give the children's painting an interesting texture and effect.

Activity: STARFISH

Materials: Blue paper, marker, glue, cornmeal.

What to do: Draw a starfish on blue paper. Apply glue to the inside of the starfish shape, and then sprinkle on cornmeal. Let dry and remove the excess meal.

You can also get a realistic starfish by cutting one out of sandpaper, but these are not as much fun or as messy.

Activity: BUTTERFLIES

Materials: Construction paper, yarn, markers or crayons

What to do: Talk about the brilliant colors of butterflies and bugs. Trace around the feet of each child on bright colored construction paper to make butterfly shapes. Draw a body shape between the two "butterfly wings." Cut out the butterlfy. Paste narrow strips of black paper in place for the antennae. Decorate the butterflies with bits of bright fabric or construction paper. Hang them from overhead light fixture or from the top of the chalkboard with colored yarn.

Activity: TEMPLATE COLORING

Materials: Templates, paper, crayons

What to do: Using templates (shapes cut from cardboard), you can make any number of interesting drawings. Use templates of butterflies, bugs, boats, the sun, etc. Slip these under a piece of newsprint, and color over the tops with a crayon used on edge. These really make very pretty pictures.

Activity: THE SKY

Materials : Magazines, etc., paper, glue, scissors

What to do: Let the children cut pictures of things that they would see in the sky out of magazines (clouds, the sun, rain, airplanes, rockets, bugs, spaceships, planets, birds, etc.). When each child has a good collection of pictures, let him/her paste the pictures on blue construction paper for a daytime sky picture, or on black paper for a nighttime sky picture.

Activity: FATHER'S DAY PAPERWEIGHT

Materials: A photo of each child, clear plastic caster cups, white glue, plaster of paris, and felt.

What to do: This is how you make the paperweight:

1. Trim the photo to fit inside the cup
2. Squeeze glue into the cup
3. Place the photo on top if the glue, face side down
4. Let dry overnight, or until the glue turns clear
5. Fill the cup with plaster, let dry
6. Cut felt to fit
7. Glue felt to plaster

GROSS MOTOR

Activity: SPRINKLERS-

Materials: Sprinklers

What to do: As soon as it is warm enough, set up sprinklers at your Center. Children always love running through the sprinklers on a hot summer day. Plan a day or two each week that is "Sprinkler Day" and keep it up all summer long.

Sprinklers can be just as much fun as wading pools, and they are less dangerous.

Activity: WATER PLAY

Material: Wading pools, water tables, pails of water

What to do: Play with water. During the summer months, provide the children with many opportunities to play with water. Wading pools, (closely supervised), water tables, pails of water for sinking and floating activities, etc. It is a great way to cool off during the summer months, and will provide the children with wonderful exercise and excitement.

Activity: HIDE AND SEEK

What to do: What is more fun than playing hide and seek? Have the children play this game outside during the warm summer months. Be sure to establish boundaries, so the children do not decide to hide in a place that may not be safe. Teach the children that when the teacher whistles (or some type of signal) that the game is over and all the children must come out of hiding.

Activity: DROP THE BEAN BAG

Materials: Bean Bag

What to do: Have all the children sit in a circle. Choose one child to be "it". "It" is given the bean bag and is instructed to walk around the circle very quietly. "It" drops the bean bag behind a child of his/her choice. That child picks up the bean bag and chases "it" around the circle. "It" must sit in the child's place first. The child who was given the bean ag is the next child to be "it". Make sure that each child is given a turn to be "it".

Activity: 1-2-3-4-5

This is a fun rhyme for exercising. When practicing for the Preschool Olympics Track and Field Day, this rhyme can provide a good warm-up activity.

What to do:

Hands on shoulders,	Hands on nose,	Hands in front,
Hands on knees,	Hands on ears,	Hands to the side,
Hands on head,	Hands on the floor,	Hands in the sky,
1-2-3.	1-2-3-4.	1-2-3-4-5.

Activity: PLAYGROUND MAPS

Materials: Chalk

What to do: Draw large mazes or "maps" on the playground with chalk. Have the children follow the mazes by walking, skipping, hopping, etc.

It is also fun to draw in houses along the roads. Let each child draw his/her own house. The children can visit each other in their houses by following the roads.

Activity: STREAMERS

Material: Crepe paper, 18"-Tongue Depressors

Streamers that wave in the wind are a lot of fun for children and they are very easy to make.

What to do: Cut party crepe paper into 18" lengths. Attach the cfepe paper to tongue depressors so the children have something to hang on to.
Let the children move their streamers any way they want to. Go outside and let the wind blow the streamers.

Follow-up: If you use them inside, play the piano or put on a record. The children will love moving their streamers to the rhythm of music.

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ACTIVE GAMES

Activity: BUGS, BUGS

What to do: There are lots of bus around during the Summer. Ask how they sound. Let the children make the noise. Talk about thow the bugs move. Have them imitate the movement.

Follow-up: Extension: The following day, set-up a maze outside, using the equipment, tires, ropes, and the landscape itself. First

let the children go normally through the maze. Next let them pretend to be a bug and make bug noises as they go through the maze.

ACTION EXPERIENCES

COOKING EXPERIENCES

These recipes have been compiled because they are simple enough for young children to be active participants. Learning through cooking experiences can be a fun adventure for everyone. The more children do themselves, including clean up chores, the more they will learn.

The recipes are made to be copied so each child can take them home to share and talk about with others.

GENERAL RECIPES

Wake-Up Drink
Pancakes
Peanut Butter Recipes
Pizza
Soup
Macaroni and Cheese
Spaghetti
Pudding Cookies

MONTHLY RECIPES

September	Gingerbread Persons
October	Applesauce
November	Pumpkin Muffins and Seads
December	Cereal Trees or Wreaths
January	Snow Ice Cream
February	Red Heart Finger Jello
March	Green Eggs and Ham
April	Biscuit Bunnies
May	Orange Smiles
June	Celery Wagons

HELPFUL CLASSROOM RECIPES

Playdough
Silly Putty (Pud)
Goop
Soap Bubbles
Modeling Dough
Face Paint
Finger Paint

ACTIVITY: Wake Up Drink

MATERIALS:
egg
banana
orange juice
apple
blender
glasses

WHAT TO DO:

1. Put in blender:
   1 egg
   1 banana
   1 cup orange juice
   1 apple cored and chopped
2. Blend
3. Pour
4. Drink

FOLLOW UP ACTIVITY:

1. Discussions; Would you drink the Wake Up Drink in the morning, at night, for breakfast or for dinner. Point to a fruit you put in this drink. Tell me a fruit you put in this drink. Can you taste the raw egg? Can you smell the banana, orange juice or apple.

2. Make up your own drink in the blender. Choose fruit and juice play either egg or yogurt. Name your drink.

READ: Wake-Up Betty by Nino Foos.

ACTIVITY: Pancakes

MATERIALS:

milk
eggs
syrup
spoon
bowl
Bisquick pancake mix
oil/margarine
measuring cup

WHAT TO DO: Prepare pancakes per instructions on the package. Have the children measure the ingredients and taste, smell and stir them.

Encourage discussion about what is happening while mixing and cooking.

FOLLOW UP ACTIVITY:

1. Draw children's attention to the picture chart of the ingredients. Help them label pictures with appropriate vocabulary. (Examples milk, pancake mix, measuring cup, oil, margarine, eggs, syrup.)

2. Provide discussion with appropriate vocabulary and phrases:

   Stir the batter
   Crack the egg
   Pour the batter
   Measuring cup
   Mix
   Stack the pancakes, flip the pancakes

3. Send home the recipe. Parents can provide reinforcement for appropriate phrases and vocabulary:

   Stir the batter
   Pour the milk
   Mix
   Hot/cold
   Brown/white
   Bubbly
   Round
   Flat

ACTIVITY: Peanut Butter

MATERIALS:
raw peanuts
measuring cup
oil
salt
blender
tablespoon

WHAT TO DO:
Roast raw peanuts in the oven at 300 degrees for 40 minutes.
Shell the peanuts (or buy roasted unsalted peanuts).
Put 1 cup of unsalted peanuts in blender.
Add 2 tablespoons of oil, 1/4 tablespoon of salt.
Grind in the blender.
Eat on crackers, apples, bread, and/or celery.

FOLLOW-UP ACTIVITY:

1. Use the peanut butter to make peanut butter bread, peanut butter balls, peanut butter cookies, etc.
2. Taste different kinds of nuts. Which do you like best?
3. Use this recipe to make a different kind of nut butter.
4. Sort a bag of mixed nuts (in their shells).
5. Sort them blindfolded!
6. Go on a peanut hunt.
7. Sing first verse in "Found a Peanut" song.

ACTIVITY: Personal Pizzas

MATERIALS:
English muffins
can of tomato paste
dry basil leaves
dry oregano leaves
bowl
cookie sheet
mozarella cheese
grated parmesan cheese
salami and/or pepperoni
grater
spoon

WHAT TO DO:
Give each child a half of an English muffin;
Open tomato sauce and put into a small bowl.
Add 1/2 teaspoon of basil and 1/2 teaspoon or oregano leaves.
Grate the mozarella cheese.
Spread 1-2 tablespoons of tomato sauce on each muffin.
Add the salami and/or pepperoni pieces.
Sprinkle mozarella cheese on each muffin.
Bake on a cookie sheet in a 400 degree oven 15-20 minutes.
Let cool before eating.

FOLLOW UP ACTIVITIES:

1. Send home the recipe to the parents so the children can make a nutritious and favorite snack and/or meal with their parents.
2. Make a pizza out of a pizza board and construction paper. Add your favorite ingredients.
3. Make a flannel board story of pizza.
4. Read "Curious George and the Pizza Factory."

ACTIVITY: Vegetable Soup

MATERIALS:
carrots
potatoes
green pepper
butter
bouillion
knife/cutting board
large pot
teaspoon
more vegetables

WHAT TO DO:
Wash vegetables
Cut vegetables
Put in a big pot
Add 6 cupes of water
Add 2 cups of tomato juice
Boil, then simmer 30 minutes
Add 6 teaspoons bouillion
Add 1/2 cup butter
Simmer 30 minutes more
Eat!!

FOLLOW UP ACTIVITIES:

1. Point to a vegetable, point to a greeen vegetable, an orange vegetable, a round vegetable, a long vegetable etc.
2. Find a vegetable like the one I have.
3. Let the children taste the raw vegetables.
4. Let them taste the cooked vegetables.
5. Describe how they change, hard to soft, crispy to mushy, etc.
6. Leave some vegetables to make vegetable prints.
7. Cut a flat surface on the vegetable, dip it in paint, print on paper or cloth.

READ: "Stone Soup" by Marcia Brown.

ACTIVITY: Macaroni and Cheese

MATERIALS:
macaroni
cheese
butter
spoon
strainer
salt and pepper
milk
pan
water

WHAT TO DO:
Put macaroni in boiling water.
Drain macaroni when done.
Cut up 2 cups of cheese.
Add to cooked macaroni.
Stir in 2 tablespoons of milk, 2 tablespoons of butter, dash of salt and pepper.
Serve.

FOLLOW UP ACTIVITIES:

1. Make macaroni necklace with uncooked macaroni.
2. Sort different kinds of macaroni according to color, shape, size, etc.

ACTIVITY: Ready Spaghetti

MATERIALS:

1 pound ground beef
3 1/2 cups water
1 can (15 oz.) tomato sauce
1 package (16 oz.) spaghetti sauce
1 cup shredded cheddar cheese
Spices: 2 shakes of pepper
1 tablespoon of minced dried onion
4 shakes of salt
1 teaspoon of dried crushed oregano
1 teaspoon Worchestershire sauce
1/2 teaspoon sugar
1/2 teaspoon dried, crushed basil
1/4 teaspoon garlic powder
Tools: measuring cups and spoons
3-quart saucepan with lid
big spoon
fork

WHAT TO DO:

Break-up the ground beef into the saucepan put in on the stove, medium heat.
Stir the meat with a big spoon and watch it like a hawk (or it will burn). It is done when the pink color is gone.
Take it off the stove and spoon off the fat into an empty tin can or milk carton.
Make sure the burner is off, then put the meat back on.
Add water, tomato sauce, dried onion, salt, oregano, worchestershire sauce, sugar, basil, garlic powder and pepper.
Turn the burner back on to high and stir everything with your big spoon until it comes to a boil. Then break the noodles up into small pieces and put them into the same pan with everything else.
Put the heat on low, cover with the lid, and stir every couple of minutes. In about 20 minutes, the noodles should be done. You can check by fishing one out, blowing on it to cool it, then tasting.
Turn the heat off, sprinkle on the cheese and stir it in.

FOLLOW UP ACTIVITY:

1. Develop vocabulary: cup, little spoon, big spoon, fork, pan, etc.
   Allow them to smell, taste, feel, the spices, sugar, salt, spaghetti cooked, spaghetti not cooked, etc.

2. Read: "More Spaghetti I Say"
3. Sing: "On Top Of Spaghetti" by Tom Glazer

ACTIVITY: Puddin Cookies

MATERIALS:
1 small box of instant pudding
Bisquick
Cooking Oil
Egg

WHAT TO DO:
Mix the ingredients together.
Let the children make their own cookies, by rolling dough in their hands and pressing it flat on an ungreased cookie sheet.
Bake at 350 degrees for 8 minutes.
Cookies can be decorated with sugar candies, chocolate chips, M & M's if desired.

FOLLOW UP ACTIVITY:

1. Read: "Cookie Monster".
2. Count and divide cookies.
3. Make pictures using pudding as finger paint.

ACTIVITY: Gingerbread People (Makes 24)

MATERIALS:

shortening	salt
honey	ginger
egg	cinnamon
molasses	cloves
soda	flour
cookie cutter	rolling pin
bowl	cookie sheet

WHAT TO DO:

Mix: 1 cup shortening
3/4 cup honey
1 egg
1 cup molasses

Sift: 1 1/2 teaspoons soda
1/2 teaspoon salt
2 teaspoons ginger
1 teaspoon cinnamon
1 teaspoon cloves
5 cups of flour

Mix wet and dry ingredients
Roll 1/4" thick
Cut with cookie cutter. Decorate with raising, nuts licorice, tiny candies, etc.
Bake at 375 degrees for 10 minutes.
Notes: Dough may be chilled before rolling.
In groups, put each child's cookie on foil with names in corner.

FOLLOW UP ACTIVITY:

1. Give your gingerbread person a name.
2. Tell a story about her/him.
3. For those children who do not generate stories model a sentence/story for them.
4. Let the children taste molasses, smell the spices, etc.
5. Reinforce descriptive vocabulary:

   dry ingredients
   wet ingredients
   cut the dough
   roll the dough
   bake
   little spoon, etc.
6. Read: "Gingerbread Boy".

ACTIVITY: Applesauce

MATERIALS:

apples	large pot
honey	cinnamon

WHAT TO DO:

Chop 4 apples
Boil in 1/2 inch water (stir)
Add 3 tablespoons of honey
Sprinkle with cinnamon

FOLLOW UP ACTIVITY:

1. Sort apples according to color, red, green, golden, and speckled.
2. Discuss smell, feel, taste of apples.
   How do apples grow?
   What things are made from apples?
3. Try cloves, ginger, allspice or nutmeg on your applesauce instead of cinnamon. Let the children taste the difference.
4. Make apple-cranberry sauce by adding 1 cup cranberries and 1/3 cup honey before boiling.
5. Listen to the sound as it cooks:

Vocabulary:	Verbs:	Adjectives:
	peel	soft/hard
	core	peeled/unpeeled
	slice	sliced
	mash	mashed

6. Make apple prints.
7. Make apples out of tissue paper.
8. Say the "Apple Tree" fingerplay.
9. Read: "House Without A Door."
   "Ten Apples On Top."

ACTIVITY: Pumpkin Muffins

MATERIALS:

flour	egg
honey	milk
salt	pumpkin
butter	baking powder
cinnamon	nutmeg
bowl	muffin tins
spoon	

WHAT TO DO:

Mix flour, honey, salt, baking powder, cinnamon and nutmeg.
Add 1 egg, milk, butter, and pumpkin.
Spoon into muffin tins.
Bake at 400 degrees for 20 minutes.

FOLLOW UP ACTIVITY:

1. Bake pumpkin seeds, (See recipe).
2. Talk about how pumpkins grow.
   What else is made from pumpkins?
3. Have an experience trip to pick pumpkins.
4. Carve pumpkins.
5. Sing: "Pumpkin Song."
   Did You Ever See A Pumpkin?
   (Tune: Did You Ever See A Lassie?)
   (Use felt board with large orange felt pumpkin, black felt eyes, nose, mouth.)

   Did you ever see a pumpkin, a pumpkin, a pumpkin
   Did you ever see a pumpkin with no face at all?
   With no eyes (point) and no nose (point) and no mouth (point) and no teeth (point)
   Did you ever see a pumpkin with no face at all?

   So I made a Jack-O-Lantern, a Jack-O-Lantern, a Jack-O-Lantern
   So I made a Jack-O-Lantern with a big funny face.
   With big eyes and big nose and big mouth and big teeth.
   So I made a Jack-O-Lantern with a big funny face.

6. Have a Thanksgiving Feast: For a special treat on Thanksgiving, we recommend the following menu:
   1 turkey leg or chicken drumstick per child (small)
   Pumpkin muffins made by children
   Cranberry sauce made by chicken
   Jello made by children
   Carrot sticks grated, washed and cut by children.
   Popcorn made in class - empty margarine tubs can be used and decorated by children and look like an Indian.

ACTIVITY: Christmas Trees or Wreaths

MATERIALS:

butter	miniature marshamallows
vanilla	food coloring (green)
cheerios	gumdrops
raisins	chocolate chips
toothpicks	large pan
spoon	wax paper

WHAT TO DO:

Melt butter and marshmallows.
Remove from heat.
Add vanilla and green food coloring.
Fold in cheerios or rice krispies.
Butter hands.
Shape 2/3 cup mixture into a tree or wreath.
Decorate with gumdrops, red hots, raisins or chocolate chips.

FOLLOW UP ACTIVITY:

1. Talk about what happens when marshmallows melt.
   Why we need mixture to cool and why we need to butter our hands?
2. Sing: Christmas songs.
3. Have a party.
4. Read: Books about the Holiday.

ACTIVITY: Snow Ice Cream

MATERIALS:

Sugar	Snow
Milk	Egg
Vanilla	Bowl
Paper Cups	Spoons

WHAT TO DO:

Put bowl outside to cath the new snow.
Mix the remaining ingredients together.
Add snow mixture until it is the consistency of sherbet.
Put in paper cups.

FOLLOW UP ACTIVITY:

1. Make snow cones.
   Put crushed ice into paper cups.
   Pour concentrated fruit punch or 6 ozs. concentrated orange juice mixed with 3/4 cups water over ice.
2. Go outdoors and make snowmen and snow balls.
3. Sing: "Frosty the Snowman."
4. Do Fingerplays:
   I'm a Little Snowman
   (Tune: I'm a Little Teapot)

   I'm a little snowman, short and fat,
   Here is my broomstick, here is my hat.
   When the sun comes out, I melt away,
   Down, down, down, down, whoops....
   I'm a puddle!
5. Doily Snowman. Paste doily on dark construction paper. Make face out of markers or scaps.
6. Spatter Paint Snowflake. Cut a large circle from black or blue construction paper. Fold in half and open. Dip into white tempra paint that is thinner than normal. Hold brush over paper, being careful not to touch brush to paper. Shake brush, allowing paint to fall randomly. Fold an original crease and press. Open and symmetrical design appears.
7. Snowman. Stand a toilet tissue roll on end and paste cotton around roll. Stuff ball of cotton in one end for head. Dab on features with magic marker.
8. Cotton Ball Snowman. By gluing cotton balls and scraps of yarn and fabric on dark construction paper, the children can create their own snowman.

ACTIVITY: Finger Jello

MATERIALS:
4 packages of unflavored gelatin
3 (3 oz.) packages of Jello (Red)
4 cups of boiling water
Large shallow pan
Metal cookie cutters (Hearts)

WHAT TO DO:
Pour mixture into large shallow cookie pan or baking dish.
Refrigerate until solid (about 1 hour).
Let children cut out shapes with cookie cutters and decorate.
Scraps can be eaten.

FOLLOW UP ACTIVITY:

1. Use appropriate cutters for special days. (Hearts for Valentines, shapes, etc.)
2. Talk about the taste, texture and color of ingredients.
3. Have the children see what happens when the water is added.
4. Compare flavor and texture of the finished product with ingredients:

Vocabulary:	Verbs:	Adjectives:
Jello	mix	solid
cookie cutter	cut out	sweet
water	decorate	color
spoon	eat	rubbery
dish		smooth

5. Tissue paper heart. Have children cut out heart from construction paper. Crumple small squares of red and pink tissue paper and glye to heart. Or, draw large heart on poster board and have children do the same.
6. Heart collage. Have children cut out hearts of varying sizes and colors. Glue hearts on paper to form objects or designs.
7. Say Fingerplay: Rose are Red.
   Roses are red, violets are blue,
   Are you for me? I am for you.

ACTIVITY: Green Eggs and Ham

MATERIALS:

eggs	ham
butter	spatula
milk	fork
bowl	green food coloring
pan	salt and pepper

WHAT TO DO:

Crack 1 dozen eggs into bowl and mix with fork.
Remove the little buts of egg shell that fall in.
Add two tablespoons of milk, dash of salt and pepper, green food coloring.
Melt butter in a frying pan over low heat and pour egg mixture in. Use spatula to keep moving the eggs around so they will cook evenly.

FOLLOW UP ACTIVITY:

1. Read: "Green Eggs And Ham" by Dr. Suess.
2. Make green ,ilk. (Add green food coloring to milk).
3. Have a St. Patrick's Day Party.

ACTIVITY: Biscuit Bunnies

MATERIALS:

refrigerator biscuits
string licorice
spatula
raisins
cookie sheet

WHAT TO DO:

Each child needs 2 biscuits.
Cut 1 biscuit into half.
Pinch into ears on first biscuit on ungreased cookie sheet.
Bake at 350 degrees for 10 minutes.
Add raisins for eyes and nose.
Add string licorice for whiskers.

FOLLOW UP ACTIVITY:

1. Do Bunny Hop with music.
2. Read: Bunny stories.
3. Make paper plate bunny. Use small paper plates. Fold in half and glue together. Cut out ears and glue on. Glue on cotton balls for decoration.
4. Cut easel paper into bunny face or eff shape. Mid white paint into all colors for beautiful pastels.
5. Bunny faces. Give each child two large paper plates. Have them cut on dotted lines and on one of them. On second plate, paste on ears and bow tie. Cover entire face with glued on cotton. Paste on pre-cut eyes, nose, mouth. Can be hung on wire or yarn.

ACTIVITY: Orange Slices

MATERIALS:
oranges
knives

WHAT TO DO:
Wash the oranges.
Cut in fourths.
Cut each piece in half lengthwise.
Cut part way in from each end.
Bend down the peel.
Eat with a smile.

FOLLOW UP ACTIVITY:

1. Discuss: How do oranges grow? How many seeds are in your orange?
2. Get one of each of these citrus fruits: grapefruit, lemon, lime, orange, and tangerine. Look, touch, and smell them.
3. Plant citrus seeds, soak overnight. Plant 1/2 inch deep in good soil. Cover with plastic wrap (with air holes) for a green house effect. Keep moist, but not wet.
4. Make an orange person. Provide each child with:
   1/2 orange, 4 stalks of celery (leg and arm length),
   1 leaf lettuce, and olive pieces for facial features.
   Child can assemble the food "person" and enjoy for snacktime.

ACTIVITY: Fruit Sald, Kabobs

MATERIALS:

blueberries	apples
strawberries	oranges
watermelon	peaches
pears	etc.

WHAT TO DO: Wash the fruit and clean, peel or cut off any leaves or stems or peels. Then set to work chopping.
When you have piled up as much chopped-up fruit as you want, clean up the chopping board and fill up a bowl with your fruit.
If you have any leftovers, it is a good idea to squirt some lemon juice on top of everything, then cover and refrigerate.

FOLLOW UP ACTIVITY:

1. Discuss fruit, talk about their various characteristics, color, shape, taste, etc.
2. Make special fruit salad kids. Use half a peach or a pear with cloves, raisins, small cheese cut-outs or pieces of olives or pimentos. A lettuce leaf can be a skirt, and celery or carrot strips make arms and legs. Let each child make his own.

ACTIVITY: Celery Wagons

MATERIALS: celery carrot
tooth picks knife

WHAT TO DO:
Wash celery.
Cut into 2" sticks.
Cut 4 carrot slices for wheels.
Attach to celery with toothpicks.
Eat.

FOLLOW UP ACTIVITY:

1. Take a wagon ride.
2. Color some water with red food coloring. Set a stalk of celery in the red water. Watch what happens.
3. Think of something good to put inside the celery wagon. Peanut butter, raisins, etc.

CLASSROOM RECIPES

1. **FINGER PAINT PRINT** - After completing a finger painting press firmly for absence of paint in some areas), place a sheet of construction paper carefully on top and pat gently all over. Pull off carefully.

2. **FOLDED PAPER PRINT** - Fold paper in half once. Open and place dabs of paint in two or three colors on one side. Fold over and press.

3. **PEANUT BUTTER PLAYDOUGH** - 1 cut peanut butter
   1 cup honey
   1 cup powdered milk
   1 cup oatmeal
   Make something beautiful and then eat it!

4. **CRAYON RESISTS** - Call them magic pictures! Color a picture, pressing **very firmly** with crayons. With watercolor, paint over the entire picture. The wax crayon "resists" the paint.

5. **CRAYON SHAVINGS** - Iron crayon shavings between two sheets of wax paper to make a beautiful scene reflecting picture to hang in a window.

6. **SILLY PUTTY** - Mix equal parts of Elmer's glue and liquid starch. Food coloring can be added for color. Store in an airtight container.

7. **GOOP** - 2 cups salt
   2/3 cups water
   Mix and heat 3-4 minutes. Remove from heat and quickly add mixture of:
   1 cup cornstarch
   1/2 cup cold water
   Stir quickly. Return to heat briefly if too "goopy".

8. **MACARONI COLORING** - An easy, non-messy method of coloring macaroni. In a medium closed container, (a mayonnaise jar works well) place 3 tablespoons of water and liquid coloring. Fill jar about 1/3 full with macaroni. When desired color is reached, remove with slotted spoon and dry on newspaper. No Soggy Mess! Brilliant colors!

9. **LIQUID STARCH** - add powder tempra for color.

10. **SHAVING CREAM**

11. **INSTANT PUDDING**

12. **GIANT SOAP BUBBLES** - 1/3 cup Joy or Dawn detergent
    1 cup water
    1 tablespoon sugar
    Mix. The longer it sets, the better. Use bent coat hangers

and cans to blow bubbles.

13. **MODELING DOUGH ORNAMENTS** - 1 1/2 cups water
2 cups salt
1 cup cornstarch

Mix salt, cornstarch together. Bring water to a boil, remove from heat. Add salt and cornstarch slowly while stirring. Continue to cook over low heat until the dough is hard to stir. Remove from pan. Let cool. Knead. Store in an air-tight container. Then, model ornaments and paint.

14. **FACE PAINT** - Corn starch, water, cold cream, muffin tin, food coloring.

In each cup of the muffin tin, mix teaspoon of corn starch, 1/2 teaspoon water, 1/2 teaspoon of cold cream, and a couple of drops of food coloring, a different color for each cup. Stir.

15. **FINGER PAINT** - 3 tablespoons sugar
1/2 cup corn starch
2 cups cold water
Food coloring
Dish detergent
Four plastic or paper cups
Medium saucepan

Mix the sugar and corn starch together in the saucepan. Then add the water and mix a little more. Cook over a low heat stirring all the time, until well blended, about 5 minutes.
Remove from the stove, cool, and pour into the plastic or paper cups. Be careful with the food coloring since it can stain, but add a little of it to each cup and then a drop of detergent. Done!

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